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ABSTRACT

This study is designed to provide adult educators with information relevant to adult education training. In the first of six chapters an overview of adult education in Canada is presented. The definition of adult education, its history in Canada, and models expressing adult education goals are reviewed. Chapter 2 examines descriptive and analytic literature concerning adult education training. Theoretical and philosophical issues related to training are explored. The third chapter focuses on the training process and examines the training content, methodology and organization, and the institutional placement of training responsibility. Chapter 4 discusses leadership development practices and training approaches employed in Britain, Europe, the U.S., and Canada. Chapter 5 reports data drawn from three Alberta field surveys which record perceptions of adult education training needs and content/organization preferences. The final chapter summarizes the conclusions, which are described as generally applicable beyond provincial and national boundaries. It is suggested that the status of the adult education field will greatly depend on the quality and effectiveness of its program provisions. Appendixes contain selected Canadian/Albertan statutes, a distribution of Alberta's Further Education Councils, a list of barriers to expanded learning opportunities, instructional materials references, and a non-vocational teacher training model. (CSS)

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ED163222

Duncan D. Campbell

# Adult Education as a Field of Study and Practice

## Strategies for Development

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## Editor's Note

Interest in the comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, and Nairobi, Kenya in 1975.

A number of international organizations, among these UNESCO, the International Bureau of Education, the International Congress of University Adult Education, the European Centre for Leisure and Education, the the Council of Europe, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960s both in support and as a result of this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals, while most of the truly comparative studies remain unpublished master's theses or doctoral dissertations. There is no publisher enticing researchers to submit manuscripts of monographs dealing with comparative adult education and case studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings.

It is with the intent to provide such service to the discipline and the field of adult education that the Centre for Continuing Education at the University of British Columbia, in co-operation with the International Council for Adult Education, decided to publish a series of monographs on Comparative and Area Studies in Adult Education.

Jindra Kulich
General Editor

## Introduction

The provision of opportunities for adults to engage in education continuously has been characteristic of every culture. In most cases, these provisions have been so pervasive and so varied that they are not often recognized as educational; consequently, they have long been ignored.

It was not until the turn of the nineteenth century that serious attention was paid to the education of adults. Dr. Thomas Pole, an American-born Quaker physician resident in England, was the first to note the phenomenon of adult education and its role in society which he discussed in a book published in 1814. It was he who coined the term 'adult education' to identify the phenomenon and he who came first to think systematically about the organization and conduct of education for adults. Subsequent interest and concern for adult education has led to its emergence as an academic discipline.

In 1964, the then small association of professors of adult education in North American universities published a report that delineated and described the nature of adult education as an emerging area of university study. This report outlined the principal concerns of this new academic discipline and distinguished it from the field of practice. Further, it provided impetus and direction leading to an increasing number of universities becoming concerned with professional education for and about adult education.

With the growth in the number of professional academic programs came an increase in the number of students preparing to enter the profession of adult education. This, in turn, spawned a startling increase in the efforts invested in systematic scientific research about educating adults that has produced a substantive body of knowledge of surprising proportions.

Unfortunately, more is known about how to educate adults than is now applied by those in the field responsible for providing adults with educational opportunities. For the most part, this failure to employ in practice that knowledge derived from research is due to the scarcity of personnel professionally educated and trained in adult education. That, in turn, is due to the failure of universities to recognize and accept the study of adult education as a legitimate function.

The demand for continuing education by the adult population has accelerated and will continue to do so at an ever increasing pace as new knowledge becomes available in every human endeavor. Simultaneously, such a demand for education creates a need for personnel competent to provide it but these are nowhere now available in sufficient numbers. As a result, individuals become involved in educating adults who have no specific knowledge about it. Well intentioned though they may be, they are incapable of producing truly efficient and effective learning experiences. Such inadequacy is costly to the adult learner and wasteful of societal resources.

It is obvious that professional education in adult education must become more generally accepted as a prime responsibility of institutions of advanced learning. That this has not occurred stems from the lack of any clear and cogent rationale for it. Happily, this deficiency is now abated in this volume. Professor Campbell has here made a case for professional education about adult education that is irrefutable. In so doing, he has analyzed and synthesized both thought about and experience with professional education in a way that cannot but be persuasive. At the same time, he has prepared a functional reference for the discipline, the profession, and the field that is of inestimable value.

Coolie Verner
Professor of Adult Education
University of British Columbia

Vancouver
July, 1977

## Acknowledgments

Several reasons prompted the study which is reported in these pages. Foremost was the speculation that the quality of adult education provision could be substantially improved were practicing adult educators, in their many guises, to have access to even modest amounts of training. Further, it seemed likely that educators in general and administrators of adult education in particular might find the assembly and organization of information and data relevant to training in this field useful to their own purposes. And, then, a personal reason–one which prompts most research–the satisfaction of personal curiosity about the subject.

One is inevitably the debtor of many in such a study as this. There are those whose insights, understandings, or assembly of data, the product of their own researches, have illumined this work. Here it ought to be acknowledged that, though the bibliography concluding this work is substantial at the request of the study's sponsor, it is not invariably possible to identify the source of all of the ideas incorporated. Several have directly assisted in the gathering and tabulation of data for this study, among them Mrs. B. Hunt, Miss M. Pasemko, Mr. D. S. Thornton and Mr. R. M. Weingardt. Nor can one forget the courtesy and patience of the many who provided it! A dozen senior colleagues have examined the questionnaire instruments used with helpful candour, read preliminary drafts of the work and offered useful suggestions. Mrs. A. Le Rougetel and Mrs. Alberta Stallybrass have been models of patience in their careful preparation of the manuscript.

Finally, one must record the assistance of the Government of Alberta which provided fund support to the study through its Department of Advanced Education and Manpower and the Faculty of Extension, the University of Alberta, which lent the project Faculty support.

To all of these, though none is in any way responsible for the views expressed, it is a pleasure to express grateful thanks.

Edmonton
July, 1977

Duncan D. Campbell
University of Alberta

*And, finally, we who are educators must recognize that what we do with our own lives will speak more loudly than what we say or try to do with our programs. If we aim to promote continuous learning as an instrument for the fulfillment of an entire life, then we should be its best examples. If we believe that people should listen to their yearnings, then we should listen to our own. If we believe that learning, working, and leisuring should be intertwined, then we should risk them and a life that binds them for ourselves.*

Paul A. Miller

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# 1. ADULT EDUCATION IN CANADA: AN OVERVIEW

Few would deny that adult education in Canada for over half a century has been vigorous in its response to community need, often imaginative in many of its conceptions, usually efficient in its execution and certainly varied in its output. Some of its achievements—the Antigonish movement, Frontier College and the Banff School of Fine Arts among them—have gained international repute. That this is so despite characteristic financial undernourishment and almost invariable relegation to the organizational periphery is a tribute to its vitality.

But despite its achievements, adult education in Canada can scarcely be described as a *cohesive* educational force. This is, clearly, a consequence of the organizational fragmentation which marks it. But as well, it is reflective of the fact that, almost exclusively, its practitioners have come into the field, albeit with considerable zeal, with little in the way of training "through the back door". Indeed, that phrase is applied so often as to make one wonder whether there is a front door! It is that "front door" with which this study is principally concerned.

This want of coherence presents problems which inhibit the potential growth of adult education. There is little in the way of a common bond of identity among its practitioners. Research into its pressing problems is severely limited; the development of adult education as a field of study remains far from complete. Competition among its agencies rather than coordination of effort, if not characteristic, is not unknown. To complicate matters, today's adult educators are confronted with a much expanded, rapidly growing body of would-be learners, a clientele much more sophisticated and demanding in its educational requirements than in the past. The expanded market for adult education, its recognition and endorsement in major, current analyses of education in most provinces of Canada, all invite some rationalization of its organization and output in the interests both of economy and improved service. Pervading the whole is the sense of need expressed by its practitioners for that kind of training which will equip them to meet the problems posed by the rapid expansion of adult education.

Which is the purpose of this study: to examine the matter of leadership for adult education and to develop strategies for its advance. Though its immediate focus is a Canadian province, Alberta, much of the opinion and data adduced will have relevance to a wider constituency. Noting the paucity of Canadian studies in this field, a subsidiary purpose is the organization of material drawn from the literature in such a fashion as to serve administrators who may themselves organize training, government which may foot part of the bill for it, and students who may wish to evaluate the training offered them.

This chapter will set out relevant assumptions and definitions and survey the field of adult education in terms of its extent, its general character and the factors affecting its development. The present state of training for adult education will be sketched and some indication of the goals held for the field will be set out. Excepting in Canada, the literature of adult education relative to training has expanded in recent years. Ideas and opinion drawn from it will be organized under appropriate headings in chapters 2 and 3 in such a sequence as to lead the reader from the trainee and his needs to the goals of training and thence to the inherent issues in it. This examination of theory, expert opinion and research findings will be coupled in chapter 4 to a report of training practice, principally in university institutions (which are the main providers of training for adult education) in Britain and Europe, the USA and Canada. To these two main bodies of evidence will be linked a third: data generated from surveys of the preferences of practicing adult educators and their superiors with respect to the appropriate extent, content and organization of training. Chapter 6 will report the conclusions drawn from the data assembled and a recommendation which flows from them. An extensive range of reference works and a set of appendices intended to aid the reader in his own examination of the subject conclude the study.

### Some Assumptions

Certain assumptions and something of their historical roots invite examination.

Earlier in this century, "adult education" was the term commonly applied to studies which forwarded the adult's intellectual and aesthetic development. As scientific knowledge grew and with it technological change, to that principal aim was added another: that of aiding the adult to refurbish his technical or professional skills. More recently, industrial productivity having made available leisure time on a hitherto unprecedented scale, there has been created a demand for education relevant to cultural and recreative activities reflected by a wide variety of institutions, among them the Banff School of Fine Arts, the Couchiching Conference and Canada's Stratford Shakespearean Festival. To these accumulated responsibilities of adult education has been added that of assisting citizens to identify, to study, and subsequently to take action in the solution of community problems. For present purposes, then, adult education is appropriately conceived as embracing these four thrusts.

Unlike much of higher education and certainly unlike schooling, adult education is typically pursued as a supplement to daily work in or out of the home. Usually, the adult's involvement in continued education is for relatively brief sessions and often in a discontinuous pattern of attendance. Not surprisingly, the range of learning interests of adults, reflected in the programs of many different agencies, is wide indeed.

An essential feature of adult education is its voluntary nature. Adult learners participate in education to meet a need. They persist in it only as that need is met, a fact which has important implications for teaching in adult education, for the content of the program offered, and for the organization of the function. Adult students, one notes, have the option of "voting with their feet".

One characteristic in particular of adult education is as obvious as it is important: that adult students bring to their learning an experience of life and a wealth of hard-won practical knowledge from many fields. This fact, too, has self-evident implications for adult education methodology.

More directly than other educational activities, adult education is linked to the contemporary concerns of society. Its program offerings frequently reflect, sometimes in a problem-solution format, the current social, economic and political issues of the day.

Unlike other branches of education, adult education in the field is sustained by a relatively small core of full-time workers assisted by a very large body of part-time teachers and volunteers. Thus, the thrust of the adult education program will reflect the philosophy and the capability of the leaders who devise it; equally clearly, the heart of the educational experience—that which has the capacity to change or move—lies in the delicate, mind-to-mind interchange between competent teacher and student.

Adult education is a concern, largely subsidiary, of most public educational authorities. To a major or minor degree, it is also a concern of an extraordinarily wide range of voluntary and other associations. Clearly, and unlike children in schools or youth in institutions of higher education, adults seek training and education on varying terms from a host of organizational sponsors, business, agriculture, labour and social organizations among them.

Finally, in the rationalization of adult education in a region, it is assumed that reasonably equitable access to training ought to be assured all citizens wherever they may live.

*In many of its basic characteristics, it is clear, adult education is a particular and, in some ways, unique element of the education system. Necessarily, any strategy for its development and the enhancement of its leadership will take account of differences while avoiding its isolation from the whole of the education network.*

## Rationale and Development

As Jones (1971:188-193) observes in his excellent little essay, education in closed societies such as that of ancient China or of feudal Europe was the passport to privilege. Indeed, it remains so in our own time. In Britain of the eighteenth century, the first rough ideas of equality among men emerged to form a starting point for adult education in the western world. Responsibilities within the state, it was conceded, were fixed more or less equally on all men; in consequence, all men should be prepared through some measure of education to assume them.

By the nineteenth century, in rough coincidence with the industrial revolution, the mass of men had become aware of their state of under-privilege. Adult education was an obvious vehicle to political and economic power. Education, many now concluded, was the right of all, a necessary requirement of the good citizen and a requisite if the quality of life were to be improved. Moreover, it was accepted that the adult had the right to select for himself such education as he saw relevant and useful. These principles, though long established in the western world, are not universal to educational traditions elsewhere. In developing countries, substantial programs of adult education may not necessarily reflect the theme of a mutually shared democratic responsibility but rather the fundamental requirements of the state in respect of literacy and improved agricultural practice.

In North America, by contrast, the principal initial thrust of adult education was linked to the demands of advancing agricultural technology and, by implication, to the settlement of its vacant west. No clearer illustration of this linkage between adult education and developing technology exists than that evident in the Morrill Act of 1862, which made provision for land-grant institutions in America dedicated to the pursuit of technological improvement in agriculture. (One speculates what dramatic results might have been achieved had adult education been harnessed to industry in similar fashion with as great vigour!)

The spirit of the Morrill Act was a principal motivating force in adult education in the USA for over half a century. It is strikingly reflected in Charles R. van Hise's turn-of-the-century vision as president of the University of Wisconsin–"our campus, the whole state"–a theme still current and one subsequently borrowed by Henry Marshall Tory, the eminent Canadian educator who created the University of Alberta in 1907.

To the theme of adult education as a vehicle for disseminating technological change in agriculture, Tory added emphasis on the improvement of the quality of life and the upgrading of individual capacity to share democratic responsibility. His intention was reflected in the creation of that University's Department of Extension in 1912, an agency which has since become perhaps the most significant of its kind in Canada. In his first Convocation address to the new University in 1908, Tory voiced his conviction that

> The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them....The people demand that knowledge shall not be the concern of scholars alone. The uplifting of the whole people shall be its final goal....Mr. Chancellor, I consider that the extension of the activities of the university on such lines as will make its benefits reach directly or indirectly the mass of the people, carrying its ideals of refinement and culture into their homes and its latent spiritual and moral power into their minds and hearts, is a work second to none. (Corbett, 1954:100-101)

Nor was Tory's espousal of liberal adult education merely the rhetoric customary to such occasions. The work of the Banff School of Fine Arts coupled to the extensive provision by the Department of Extension of opportunities to adults to educate themselves in the arts on a scale not matched in Canada, stands in tribute to his vision. In parallel fashion and with considerable ingenuity have institutions elsewhere in Canada added new dimensions to popular education.

Still, in Canada as in America, the starting point of adult education and its current major emphasis lies in the vocational–the adult student's job. Job retraining, a relatively new program element in adult education, has emerged as changing technology and society's economic needs have thrust themselves in on the state. Sometimes militant demands for participation in decision-making have spurred the creation of a new kind of role, that played by the community development specialist and the *animateur*. A new awareness by women of their proper role, popularly "women's liberation", has had a profound effect both on the character of the adult education program and on the balance in its provision as between the sexes.

A spectacular change in the organization of adult education in Canada is the adoption of varying measures of responsibility for it by an extraordinarily wide range of government bureaus, businesses, professions and cultural or vocational associations. This is nowhere more evident than in the large and cosmopolitan membership of the Alberta Association for Continuing Education and its counterparts across Canada. An equally obvious change, perhaps more visible in North America than elsewhere, has been the proliferation of short courses, institutes, and conferences as standard formats for adult learning.

Changes in the vehicles for adult education have been accompanied by changes in its curriculum. Activities not earlier contemplated are now regularly part of the adult education program, among them such diverse elements as weight reduction, yoga, spiritualism and golf. Nor is the organization or staffing of the nation's adult education program confined to its own borders. A wide spectrum of educational [illegible] feature instructors and attract students from across national boundaries. Indeed, through agencies such as the Canadian University Service Overseas and the Canadian International Development Agency, adult education has become an item of diplomatic trade.

Relatively new aspects of adult education practice are those of shared living in residential accommodation and of learning conducted in the unusual, though highly appropriate locale. In Canada, training provided adjacent to an oil-drilling rig on the shores of the Arctic Ocean, or on a bus in transit across the prairies is no longer a novelty. And, finally, a seemingly infinite array of new resources, both "hardware" and "software" supportive of adult education, adds yet another dimension to its practice.

## Definitions and Characteristics

These adaptations invite fresh consideration of a definition of adult education. Few elements of education have had applied to it such a welter of meanings, many of them seemingly synonymous and, almost invariably, used interchangeably.

*Continuing education*, a term favoured by institutions of higher education, is often used to denote adult learning at an elevated level, including the advancement of professional or vocational competence, following initial, formal training. Or it may simply mean education continued after departure from the school or other educational institution. *Extension education*, essentially an American term, connotes adult learning activity related to agricultural practice and oriented to the *cooperative extension program* emanating from land-grant university institutions in the USA and involving federal, state and university participation. The meaning of *further education* seems less than ordinarily precise, except as it is applied in the United Kingdom where it defines that broad range of educational experience, following schooling, directed toward youth, focussed particularly on enabling young learners to gain entry into the job market or to cope with job obsolescence and altering life styles. *Cultural diffusion*, a term emanating from Europe, is descriptive of the very important, informal, educational influence of the mass media particularly in recreational, aesthetic or religious experience.

Another essentially European term *éducation permanente*, embraces a concept of education as a requirement throughout all of life, from cradle to grave. As such, it logically implies the restructuring of the whole of the educational system in such a way as to match learning experiences with age, to present them in such an order that their impact is maximized by the learner's expanding maturity and cumulative work experience. Somewhat parallel to it, less precisely defined and best regarded perhaps as a kind of logo, is the still popular American term, *lifelong learning*.

*Adult basic education* implies adult participation in learning programs of a kind normally undertaken in youth, "the three Rs", to which is sometimes coupled a basic occupational credential. *Recurrent education* suggests the regular periodic return of adults to learning to meet emerging social or vocational change and, in more opulent societies, the setting aside by adults of periods in their lives dedicated to full-time study aimed at personal development. A relative newcomer to this lexicon is the European term *andragogy*, used to denote ". . . a relatively independent science concerning the education and training of adults". (Savicevic *et al.*, 1966:771)

A field of study often confused with adult education which employs the skills of the adult educator but which has, nonetheless, a unique thrust is *community development*. The essential notion embraced by the term is that of a community-wide approach to the solution of community problems coupled to the planning of change. It involves processes of problem identification, the mobilization of community leadership and, through both, the creation of a sense of community identity. Implicit in it is the function of the *animateur*, whose role is seen as that of catalyst or adviser (but not authoritarian leader) in the course of effecting political, social or economic change. Latterly, one is aware of the more frequent use of the term *community education*, a concept embracing a community-wide approach to learning directed to all age groups through the efficient, intensive and extensive use of the community's education facilities.

Even cursory observation suggests that this wide range of terms is used with little precision. National or regional connotations may adhere to each, tied alternatively to a level of education or to a kind of educational process employed or to a role performed by an educational practitioner or to a particular constituency served or to the object of the educational effort or to individual learners or groups of them or to education featuring a largely intuitive application of craft or to the deliberate application of scientific method by learner or teacher. Each, however, has two elements in common: the maturity of the adult not in terms of age but in respect of his experience of life; and the act of learning. All, for present purposes, are comprehended under the rubric *adult education*–which thus serves as a generic term.

Even were it possible, it would be unproductive and, indeed, tedious to attempt the imposition of a single definition on the kaleidoscopic range of activity and approach which characterizes adult education. Yet some synthesis of meaning is necessary for which the following statements drawn from sources in the United Kingdom, America and Canada provide a base:

> . . . a process whereby persons who no longer attend school on a regular and full-time basis . . . undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. (Liveright and Haygood, 1968:8)

> Organized opportunities for men and women to enlarge and interpret their own living experience. (Hutchinson, 1958: 101)

> Any intervention based on contact with an individual adult or group of adults which has as its explicit objective the reinforcement or modification of behavior, as well as levels of skills, and hence, aims to support or change either individual or collective mobility or the social, economic, or political structures in which this change takes place. (Institut Canadien d'Education des Adultes, 1970)

Into these may be incorporated the rôle of *the adult educator*.

> Adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary productive role in society. (Verner, 1970:6)

As thus conceived, certain central characteristics of the field are implicit:

> Given the variety of its application, adult education is more aptly described as a field of study than as a discipline.

Adult education excludes formal schooling when that activity is a primary concern of the learner. It is conceived both as an activity *available* to adults of all ages, and as *capable of assisting* the adult at successive stages of life.

Adult education is systematic involving as it does a series of planned, purposeful, educative experiences. It requires the active participation in and pursuit of learning by the adult in such a manner as to lead to a satisfactory achievement of previously identified goals. Thus, it differentiates between organized activities–which need not be formal–and the mere distribution of knowledge.

Adult education has an ethic which stems from the ideology or philosophical values of the society in which it takes place.

The learning experiences which comprise adult education may take place equally well in the community as in the classroom.

The education of adults takes place in the context of the learners' accumulated experiences, skills, knowledge, opinions and prejudices.

Adults pursue education for subject knowledge or skills perhaps learning best in social groupings which have an educational function in their own right. Adult learners, it is appropriate to note, may come in mixed groups which differ one from another more than normal groupings of mature individuals.

Curriculum in adult education invariably reflects the expressed needs of groups of adult learners. *Subjects* as building blocks in curriculum may give way to *themes* which cross disciplinary boundaries. Certain strategies in the design of the adult learning project (reflective of the subject or the learners themselves or their environment) may be more productive than others. In short, adults learn best in adult ways.

Adults are "volunteers for learning".

The connective linking all of these and one which, curiously, is far too often ignored is that of "adulthood". It is the maturity of the adult in his knowledge of the world, his *savoir faire*, his workaday and social experience, his refined judgement, his value system tested in practice, and his biases which distinguish him as a student from the schoolchild or from the youth in post-secondary education. Factors such as these determine his mode of interpretation and suggest the best approaches to his education. Together, they form a point of departure for adult education practice. Merely to superimpose in blanket fashion the methodology conventionally applied to the typical student in the public school system or to the youth in post-secondary education is to court failure.

Two other terms, *needs* and *training*, invite brief comment. Johnson (1956:218-219) defines the former as "a condition or state of incompleteness . . . a gap . . . between where one is and where one ought to be, as measured by some scale of values" suggesting, coincidentally, that in order that needs may be ascertained there is required an "appropriate sensitivity to one's state and condition; some knowledge, however . . . accurate . . . and the ability to make an evaluation or judgement". Korb (1956: 335) characterizes the term as that which has to be learned or done or changed in order to overcome problems, while Tyler (1950:5) views needs as the gap between the present condition of a learner when compared with some desirable standards or acceptable norms.

Mutual understanding of the term *training* is evident in Wilson (1939), Matthews (1950), Rogers (1957:35), Halsey (1953:150) and Jucius (1959:297), for whom it is the process of helping people to become interested in their work or more proficient in their job through the acquisition of new knowledge or methods or techniques or through the removal of deficiencies from their previous training or through the fashioning of desirable habits relative to their work. To which Collings (1954:1) adds a two-fold purpose to be served by in-service education: the removal of deficiencies in pre-service preparation and the continuous professional growth of personnel while Halsey and

Dunbar (1948:225-231) caution that the successful training program is invariably preceded by a careful survey of needs and problems facing the organization.

*Clearly, the wide array of definitions employed to characterize approaches to adult learning suggest the multiple facets of the field. Yet the distinguishing features common in all of these, stemming as they do out of adulthood, are readily apparent. Consideration of these features is imperative in the formulation of strategies for adult education development.*

## Size and Scope

There are perhaps twelve million adults in Canada whose future educational needs range from those of the illiterate to those who might profit from post-professional refresher training. Adult education in Canada is a huge, amorphous mass which in the past has been systematized only to the extent of shadowy, largely undefined subareas such as adult basic education, continuing professional education or job preparation training.

In the reporting of adult education in either the literature of adult education or in official documents, there has been until recently little of clarity or useful system. A fragmented approach to the gathering of data on a national basis in Canada has obviated meaningful time series. Nor is the reporting of adult education in any of the provinces more adequate. The discontinuity of adult education aside, obvious difficulties in data-collection are apparent. It is hazardous, for example, to frame reporting terms which are sharply diagnostic and mutually exclusive or, indeed, to determine what activities *ought* properly to be classified as adult education. For that matter, reporting organizations themselves frequently lack information about their own efforts. (In vivid contrast, primary and secondary education, which is highly systematized, in part compulsory and amply supported by a host of subsidiary agencies, is well reported.) Currently, however, Statistics Canada is making a fresh approach to the collection of adult education data; objectives appear to have been determined, definitions framed and data-collecting procedures revised. (Statistics Canada, 1974)

The extent of adult education offered by public education institutions alone is evident in Table 1. (Statistics Canada, December 1975)

In every province, it is evident, the number of students in continuing education courses in 1973-74 rose sharply from 1971-72, the last year for which there are comparable data. In Canada as a whole, the percentage increase was 13%, while in Alberta alone the comparable gain was 14%, with total institutional registrations of 165,864. The largest gains it will be noted, are accounted for by non-credit work.

The range of program areas offered by public education institutions in which Alberta adults participated is indicated in Table 2. (Statistics Canada, December 1975) Registrations in the fine and applied arts dominate followed by those in business and management, the social sciences and the humanities.

Of particular significance is the *rate of participation* of citizens in continuing education.* Albertans are shown in Table 3 (Statistics Canada, December 1975) to be among the most avid consumers of continuing education in Canada at the rate of 113 per 1000, a rate much higher than that of others of the prairie provinces, or of Ontario, the richest province in Confederation.

These figures alone demonstrate lively involvement in adult studies; but it will be remembered *that they reflect only the programs offered by public education institutions.* Important provision of adult education is made by a wide variety of service organizations, libraries, museums, art galleries, provincial and federal government departments, agricultural agencies, and a host of voluntary associations.

Only limited data are available which illustrate the adult

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*Clearly, adults are an increasingly large proportion of the student body in a range of institutional settings. Indeed, consistent with Faure (1972), a contemporary Alberta study (Martin, 1970) predicts that "post-secondary education, adult education, continuing education, etc. [will be] fused into a pattern of lifelong education" in the 1976-80 period. Thus, the distinctive principles characterizing the education of adults invite renewed emphasis.

## Table 1

### Registrations in Continuing Education Courses by Type of Institution and by Province, 1971-72 and 1973-74

| | School Boards, Departments of Education | | Department of Education Correspondence Courses | | Colleges | | Universities | | Total 1973-1974 | Total 1971-1972 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Part-time credit | Non-credit | Part-time credit | Non-credit | Part-time credit | Non-credit | Part-time credit | Non-credit | | |
| Canada | 256,240 | 568,628 | 101,082 | 6,801 | 190,880 | 188,123 | 372,423 | 275,117 | 1,959,294 | 1,729,849 |
| Newfoundland | 6,876 | 3,389 | -- | -- | 9,982 | 3,173 | 8,415 | 3,223 | 35,058 | 33,204 |
| Prince Edward Island | 2,680 | 5,373 | -- | -- | 1,099 | 485 | 3,286 | 185 | 13,108 | 13,507 |
| Nova Scotia | 8,316 | 21,870 | 1,684 | -- | 3,752 | 1,088 | 12,304 | 7,636 | 56,650 | 42,408 |
| New Brunswick | 2,416 | 11,581 | 1,003 | -- | 3,330 | 27 | 10,615 | 3,862 | 32,834 | 30,289 |
| Quebec | 156,306 | 139,063 | 3,436 | 3,433 | 31,750 | 27,994 | 94,923 | 53,244 | 510,149 | 471,395 |
| Ontario | 44,959 | 192,642 | 77,237 | -- | 86,006 | 77,573 | 165,068 | 83,898 | 727,383 | 609,218 |
| Manitoba | 1,644 | 14,898 | 1,854 | -- | 2,567 | 10,659 | 23,271 | 10,695 | 65,588 | 58,140 |
| Saskatchewan | 2,760 | 8,297 | 1,825 | 9 | 3,813 | 1,467 | 16,121 | 17,484 | 51,776 | 50,078 |
| Alberta | 11,172 | 36,341 | 7,688 | 612 | 11,723 | 17,150 | 24,154 | 57,024 | 165,864 | 145,137 |
| British Columbia | 18,627 | 132,518 | 6,355 | 2,747 | 36,225 | 48,084 | 14,266 | 37,866 | 296,688 | 273,913 |
| Yukon and Northwest Territories | 484 | 2,656 | -- | -- | 633 | 423 | -- | -- | 4,196 | 2,560 |

Table 2

Registrations in Formal Non-Credit Courses by Course Type and Field of Study, Alberta, 1973-74

| Subject Area | Course Type | | | | Total |
|---|---|---|---|---|---|
| | Professional Development | | | General Interest | |
| | Extension Diploma | Association Diploma | No Diploma | | |
| Natural Sciences | – | – | 2,042 | 1,026 | 3,068 |
| Business and Management | 2,146 | 2,412 | 9,530 | 1,656 | 15,744 |
| Education | – | – | 2,734 | 1,107 | 3,841 |
| Engineering and Applied Sciences | – | 245 | 940 | 276 | 1,461 |
| Fine and Applied Arts | 336 | – | 405 | 38,611 | 39,352 |
| Health Sciences | 54 | 1,472 | 2,369 | 985 | 4,880 |
| Household Sciences | – | – | 566 | 7,583 | 8,149 |
| Humanities | 173 | 331 | 735 | 9,767 | 11,006 |
| Mathematics and Computer Science | 122 | 720 | 825 | 464 | 2,131 |
| Social Sciences | 679 | 751 | 4,151 | 5,556 | 11,137 |
| Transportation and Communication | – | – | 206 | 1,076 | 1,282 |
| Trade and Technical | – | 14 | 955 | 5,051 | 6,020 |
| Primary Industries | – | – | 1,368 | 1,014 | 2,382 |
| Special Programs for the Handicapped | – | – | 20 | – | 20 |
| Unclassified | – | – | 223 | 431 | 654 |
| Total | 3,510 | 5,945 | 27,069 | 74,603 | 111,127 |

education provision of a very few of these. For example, in Alberta, over 30% (the largest proportion in Canada) of industrial units surveyed reported adult training programs in 1969-70. Some 21,000 trainees were involved in programs offered by 432 companies. (Statistics Canada, February 1973) Museums, art galleries and related institutions in Alberta satisfying this definition–

Table 3

## Participation in Continuing Education Courses per 1,000 Population by Type of Institution and by Province, 1973-74

| | School Boards, Departments of Education | | Department of Education Correspondence Courses | | Colleges | | Universities | | Total 1973-1974 |
|---|---|---|---|---|---|---|---|---|---|
| | Part-time credit | Non-credit | Part-time credit | Non-credit | Part-time credit | Non-credit | Part-time credit | Non-credit | |
| Canada | 9.5 | 25.4 | 4.3 | 0.3 | 10.1 | 10.0 | 19.[illegible] | 14.6 | 94.0 |
| Newfoundland | 7.7 | 7.5 | -- | -- | 24.9 | 7.9 | 21.0 | 8.0 | 77.0 |
| Prince Edward Island | 9.5 | 51.0 | -- | -- | 11.8 | 5.2 | 35.1 | 2.0 | 114.6 |
| Nova Scotia | 8.3 | 29.2 | 2.2 | -- | 5.6 | 1.6 | 18.5 | 11.5 | 76.9 |
| New Brunswick | 3.0 | 19.5 | 1.0 | -- | 6.3 | 0.1 | 20.1 | 7.3 | 57.3 |
| Quebec | 22.1 | 18.8 | 0.4 | 0.6 | 6.1 | 5.4 | 18.2 | 10.2 | 81.8 |
| Ontario | 4.4 | 24.9 | 8.8 | -- | 12.5 | 11.3 | 24.1 | 12.2 | 98.3 |
| Manitoba | 1.3 | 15.5 | 2.3 | -- | 3.0 | 12.5 | 27.3 | 12.6 | 74.5 |
| Saskatchewan | 2.4 | 9.8 | 2.2 | -- | 5.1 | 1.9 | 21.4 | 23.2 | 66.0 |
| Alberta | 5.4 | 23.2 | 4.9 | 0.4 | 8.4 | 12.4 | 17.4 | 41.1 | 113.2 |
| British Columbia | 6.0 | 56.6 | 3.3 | 1.4 | 17.5 | 23.2 | 6.9 | 18.2 | 133.0 |
| Yukon and Northwest Territories | 7.9 | 57.8 | -- | -- | 15.5 | 10.4 | -- | -- | 91.6 |

"public and private institutions open to the public and administered in the public interest for the purpose of conserving, studying, interpreting, assembling and exhibiting to the public objects and specimens of educational and cultural value, including artistic, scientific (whether animate or inanimate), historical and technological material"–reported an aggregate attendance of 3,142,000 and a total staff, full-time, part-time and volunteers, of over 1,000. (Statistics Canada, September 1975)

Thus, while the official data are incomplete, it is clear that the involvement of adults in education throughout Canada is substantial. Furthermore, figures informally provided from the private sector–the variety of voluntary organizations presenting educational opportunities to adults–confirm the steady growth over twenty years of citizen participation in adult education. Barring a turn-around in the society or the economy, one can confidently predict continuing growth in the participation by adults in education.

A significant predictor of the likely *future rate* of growth of adult education in the decade ahead is that evident in a projection of the numbers of Canadians leaving full-time education who will enter the labour force and join the pool of adults who are potential consumers of adult education. (Zsigmond, 1975)

It will be noted from the data presented in Table 4 that, while in 1971, 421,000 persons were estimated to have joined the labour force, a half-million will have joined it in 1980. Moreover, these data demonstrate that, increasingly, those joining the labour force will be much more advanced in their educational accomplishments and, doubtless, more demanding in the quality of adult education which they will seek.

Data of another less formal kind indicate the growing significance of adult education in Alberta which has rough parallels elsewhere in Canada. Currently, the Office of Further Education Services of the Province's Department of Advanced Education and Manpower reports the organization of seventy-eight Further Education Councils* since 1972, each with an average membership of ten persons, representative of the interests of organizations in their respective communities which have an adult education thrust. Their concern for the character and quality of adult education programs is given point by their access to $2.6 million perceptively provided by the Government in the fiscal year 1974-75 for the support of programs.

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*See Appendix 2. The number of these Councils and related evidence leads one to speculate that there may well be in excess of 700 organizations in the Province involved in some measure in the provision of adult education.

Equally significant, there has developed in the last decade a sophistication in the network linking adult educators which contrasts remarkably with that of a decade ago. The membership of the Alberta Association for Adult Education, for example, has tripled; that Association is in regular liaison with the Department of Advanced Education and Manpower and its Minister; it publishes a regular *News Letter*, and it has assigned itself the responsibility for productive provincial and regional conferences.

*What is dramatically demonstrated by the data presented is the phenomenal growth in adult education. Given Canada's circumstances, the conclusion is inescapable: barring a turnaround in the economy, the education of adults will expand—and at an increasing rate. But the crux of the matter is the role of those engaged in its provision. Whatever their self-image, they are dealing in education and they are working with adults. Unarguably, they are adult educators. The question posed is this: What is the extent and character of the training they require the better to enable them to serve their expanding clientele?*

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and perhaps some 1,500 persons who have an administrative concern for it. Nor is this by any means the largest bloc of those who are potential candidates for training in adult education. Table 1, for example, notes that in 1973-74, 166,000 Albertans were reported as adult education students in the courses and classes of public educational institutions alone. Assuming an average class size of twenty, and making some allowance for overlapping, there might be 5,000 persons additionally involved as instructors of adults. To which total ought to be added those serving as instructors or volunteer workers in a host of voluntary organizations.

Table 4

## Persons Leaving Full-Time Studies and Potentially Available to the Labour Force, by Educational Attainment, for Canada, Selected Years

| Sex and Educational attainment | 1971 (estimated) | 1975 | 1980 | 1985 |
|---|---|---|---|---|
| | thousands | | | |
| **Both sexes** | | | | |
| Elementary-secondary: | | | | |
| Some | 184.8 | 191.0 | 174.8 | 146.5 |
| Completed secondary | 84.5 | 101.3 | 99.8 | 71.6 |
| Total | 269.3 | 292.3 | 274.6 | 218.1 |
| Post-secondary: | | | | |
| Some | 54.5 | 70.7 | 86.7 | 93.6 |
| Completed: | | | | |
| Certificate or diploma | 48.0 | 59.9 | 74.4 | 81.2 |
| Bachelor's or first professional degree | 44.0 | 49.8 | 57.4 | 68.0 |
| Master's degree or graduate diploma | 4.2 | 4.6 | 5.2 | 6.9 |
| Doctorate (earned) | 0.7 | 0.8 | 1.1 | 1.7 |
| Sub-total, completed | 96.9 | 115.1 | 138.1 | 157.8 |
| Total, post-secondary | 151.4 | 185.8 | 224.8 | 251.4 |
| Grand total | 420.7 | 478.1 | 499.4 | 469.5 |
| | percentage distribution | | | |
| Elementary-secondary: | | | | |
| Some | 43.9 | 39.9 | 35.0 | 31.2 |
| Completed secondary | 20.1 | 21.2 | 20.0 | 15.3 |
| Total | 64.0 | 61.1 | 55.0 | 46.5 |
| Post-secondary: | | | | |
| Some | 13.0 | 14.8 | 17.4 | 19.9 |
| Completed: | | | | |
| Certificate or diploma | 11.4 | 12.5 | 14.9 | 17.3 |
| Bachelor's or first professional degree | 10.4 | 10.4 | 11.5 | 14.5 |
| Master's degree or graduate diploma | 1.0 | 1.0 | 1.0 | 1.4 |
| Doctorate (earned) | 0.2 | 0.2 | 0.2 | 0.4 |
| Sub-total, completed | 23.0 | 24.1 | 27.6 | 33.6 |
| Total, post-secondary | 36.0 | 38.9 | 45.0 | 53.5 |
| Grand total | 100.0 | 100.0 | 100.0 | 100.0 |

## Factors Affecting Expansion and Diversificati

In no period of its history has adult education in Canada experienced a rate of growth and change more rapid than that occurring during the last two decades.

Harvey (1974) in his study of social forces at work in higher and adult education notes the adoption by the adult learner of a format of non-sequential or recurring education to a degree quite unpredictable even a decade ago. As a matter of course, education today is interrupted for periods of work or travel or meditation; increasingly, both men and women are very much more likely than their parents to view education as a lifetime endeavour. The *mix* of educational experiences now chosen by adults to maximize individual "self-actualization" has become broad, a fact which has implications for the award of credentials.* In addition to this more diffuse mix of educational experience, the evolving education system provides greater opportunity to individuals to move *across* educational sectors, from provider to provider as, for example, from college, to university, to technical school, to industry-provided in-service training, to art gallery classes. Most noticeable in the last decade, since technology and child care facilities permit them to control their involvement in the labour force, women provide a growing market for education. Moreover, the view of education as an investment good today gives ground to the notion of education as a consumer good, a fact which has administrative implications for, among other matters, the level of tuition fees. Not only is the market for adult education expanding; its structure is changing.

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*The "Continuing Education Unit" is one of the devices proposed to recognize participation in a diverse series of educational experiences. How the CEU might be framed and administered is well set out in *The Continuing Education Unit: Guidelines and other information,* prepared by the Commission on Colleges of the Southern Association of Colleges and Schools (Atlanta, Georgia: 1973); in *The Continuing Education Unit: Criteria and Guidelines,* prepared by The National Task Force on the Continuing Education Unit (Washington, D.C.: NUEA, 1974); and in *The Continuing Education Unit* by Anne C. Kaplan and Clive C. Veri, ERIC Report 94213 (Washington, D.C.: Educational Resources Information Center, 1974).

Non-traditional study, the term used to characterize higher and adult education as it has been affected by these social changes, has become the object of intensive study in North America. Most recently, the phenomenon has been examined in detail by the 1971 Commission on Non-Traditional Study funded by the Carnegie Foundation, whose findings are reported in *Diversity by Design*. In some part, its conclusions are mirrored in Alberta in the removal of restrictions on the time, place and learning style of adults, in the award of credit for life experience, in the increased attention given to the recording of miscellaneous educational experiences, in the greater flexibility in the transfer of courses among institutions, in a substantial movement towards "distance study" (now being applied in Canada by Athabasca University) and in the facilitation of work-study combinations. Of Canadian universities generally, long mainstays in adult education provision, it is reported that

> . . . a number of factors have contributed to this change, including greater accessibility for more students; more leisure time for most people and, for some, more affluence; growing support for more senior adult education enthusiasts from some junior faculty added during the sixties; a search for enrolments by beleaguered university communities; the development of 'action-oriented' research; and, increasingly, the pressure of some departments of education. (MacPherson, 1975:7-8)

In this catalogue of changes, three are of particular importance. There is the rapid development in Canada of a wide variety of alternatives open to citizens in post-secondary education. In Alberta, for example, no fewer than fourteen new, post-secondary institutions, each with a substantial adult education thrust, have been created within the last twenty years. In the same period, the ready acceptance by school systems of responsibility for adult education has been nothing short of phenomenal. In addition, an exceptionally wide array of government departments, businesses, voluntary agencies and others have been added to the group of adult education providers in all parts of the country.

Since World War I, the economic base of the nation has shifted perceptibly. Yet in substantial part, it continues to rest on agriculture with its long traditions in adult education. But rural life is changing, as even casual observation confirms, in a complicated fashion which will test the capacity of rural adult educators. Of this, it has been observed that "extension workers who improve their professional ability become more useful; the opposite is true for those who do not". (Leagans, 1958:6)

A current phenomenon which has implications for the training of adult educators is "community education", the concept, and "community school", the delivery system for the concept.* Definitions of it abound. Minzey and Le Tarte (1972:19) synthesize its elements thus:

> Community Education is a philosophical *concept* which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.

As to the goals it is intended to serve, community education attempts

> to develop a number of community programs . . .
> to promote interaction between school and community . . .
> to survey community resources and to coordinate their interaction . . .
> to bring about a better relationship between social and governmental agencies . . .
> to identify community problems and ferret out the needs of the community . . .
> to develop a process by which the community can become self-actualized . . . (*ibid.:* 24-29)

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*A useful current bibliography of community education in Canada is that of Linda Corman, *Community Education in Canada: An annotated bibligraphy*, Bibliography Series, No. 2 (Toronto: Ontario Institute for Studies in Education, 1975).

The concept as thus developed is refined in its application to Alberta, among other of the provinces, as a process intended to coordinate the work of a variety of institutions and voluntary organizations, among them that province's Further Education Councils, in the provision of education to *all* members of the community. (Alberta. University. 1976) The progress of this new-old ideal in Alberta as a "movement" is thus far modest (Card, 1975) and its future problematic.* Its essential strategy, clearly, is the integration of potential educational resources in the community and their harnessing to the educational needs of both adults and children. It suggests, however, that those whose present expertise in education is oriented to children, both teachers and administrators, might profit by training in adult education as a field of study. Thus, it can be concluded that the movement does not diminish the need for a core of those thoroughly competent in the special processes of adult learning but rather enhances that need.

The heightened visibility of adult education is abundantly evident in major studies of educational objectives and methods conducted in most provinces of Canada. Quebec's Royal Commission of Inquiry on Education in the Province of Quebec (1965: Part 2, 325-326) states that

> it is no longer even possible to hope that the school can supply specialized occupational training which will remain adequate for any length of time.
>
> . . . should not continuing education become a public service as extensive and widespread as traditional school education and even more diversified . . . [to] help the individual to make the best possible use of this . . . leisure time . . . for self-improvement or occupational retraining, but also for informing and developing the citizen,

---

*The present extent of the community education thrust in Alberta is evident in preliminary findings of a study commissioned by the Inter-Departmental Community School Committee, Department of Education, Province of Alberta, which indicates that, as of 1975, ninety-four schools (out of the nearly 1,500 in Alberta) consider themselves to be "community schools".

while a Newfoundland *Report* (Royal Commission on Education and Youth for the Province of Newfoundland and Labrador, 1968: Vol. 2, 90) notes that

> because knowledge and technology have expanded so much in the past decade and because life is becoming more complex socially, politically, economically and morally, education must be thought of as a lifelong process,

and the *Report* of the Commission on Post-Secondary Education in Ontario (1972:22) records that

> continuing education is a transforming concept whose time has come and whose bracing impact will be felt.

Alberta's *Report* of the Commission on Educational Planning in the Province of Alberta (Alberta. Province. 1972:59) devotes significant attention to what it characterizes as further education, in frequent elaborations of this judgement:

> The expansion of opportunities for further education–usually referred to as adult or continuing education–and the acceptance of public responsibility for their provision are as urgent as was the establishment of the provision for elementary education almost a century ago.

The same theme is underlined in a UNESCO *Report* (Faure, *et al.*, 1972:182) which proposes

> . . . lifelong education as the master concept for educational policies in the years to come for both developed and developing countries,

and in an OECD document (Centre for Educational Research and Innovation, 1973:5) which states with clarity and force that

> . . . education opportunities should be spread out over the individual's lifetime.

Wherever one judges this plethora of judgements to lie, between airy rhetoric and firm statement of intent, they tend to reinforce the view that adult education has entered a period of rapid growth, that participation in it will involve people from all walks of life, and that to satisfy the demand there will develop (as is now already evident in Canada) a multitude of public and private agencies and organizations to provide adult education. The idea of adult education is not new; Cato is said to have begun the study of Greek at eighty years of age. What is new is the extent and character of its application.

*Those data indicating the growth of the field of adult education in terms of adult education agencies and adult students aside, social forces are at work which appear to make change in its structure inevitable. "Distance Study", "Non-traditional Study" and "Community Education" are but three of these phenomena illustrative of change in attitude and approach to adult education. All are forecast in major studies conducted in every region of the country. It is this confident expectation not only of growth but of change which makes expedient an examination of strategies for adult education development.*

## The Environment for Training

As little as a quarter of a century ago, adult education was clearly marked by the voluntary spirit. It was viewed and, indeed, termed a "movement" best left to those of an evangelical turn and quite properly conducted outside the influence of organizational or statutory authority.* Thus conceived, it was inconsistent with "professionalism"–or even with demonstrable competence.

Little of "movement" remains in adult education; today, it is firmly established as an element of the education system which is accurately characterized thus:

It is widely regarded as an imperative.

It has built up a substantial constituency.

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*For an interesting and somewhat nostalgic account of Canadian adult education in its heyday as a movement, see Ron Faris, *The Passionate Educators* (Toronto: Peter Martin Associates, 1975).

> It has developed a broad and expanding base of institutional sponsorship.
>
> It has developed a curriculum which is based on the unique needs of adults.
>
> It has spearheaded the development of characteristic methods and techniques which involve the learner in determining his educational needs, in formulating goals for his education, in designing the format of his education and in conducting his educational experience.
>
> It has accumulated a unique body of theory and practice and is emerging as a field of study. (Jensen *et al.*, 1964)

This rudimentary sketch is elsewhere elaborated to propose these salient features of the field as those which have shaped its leadership:

> Adult education originated as an activity promoted and provided by concerned amateurs for voluntary participants and it is still a field of social practice dominated by part-time or volunteer leadership for mainly part-time participants.
>
> Although institutions have been established from time to time specifically to educate adults, these have not survived long or become firmly entrenched in the on-going institutional structure of society.
>
> Because it is directly related to the primary function of most social institutions, adult education permeates the activities of every social institution so that it has not become centered in any single one.
>
> Although adult education has become firmly entrenched as a significant aspect of the social role of some institutions it is always a secondary rather than a primary activity of such institutions and consequently a marginal activity subject to the vagaries which such marginality imposes.

> Although marginality is often disadvantageous it also permits greater freedom for experimentation and innovation than that normally possible within the structure of many institutions.
>
> In those institutions in which adult education is recognized as a significant albeit marginal function, leadership for the adult education role is usually derived from among those performing the primary role of the institution rather than from those trained in adult education.
>
> The primary role of the institution is usually the only line open for career advancement; consequently those performing the marginal adult education functions of the institution have usually received their basic training and experience in those activities encompassed by the primary function of the institution by which they are employed.
>
> In some social institutions the adult education function is developing so that another line of career advancement is emerging which encourages individuals to pursue advanced professional study in adult education. (Verner, 1970:13-14)

Adult education is not without its disabilities. As a system of independent educational programs operated by diverse agencies, it has three major, inherent weaknesses. The effort to provide learning opportunities may be a marginal interest of the organization or intended essentially to further some other organizational purpose. There is a tendency towards the duplication of activities by competing agencies, a product of the pursuit of clients or financial support. More regrettable is a third weakness: *the omission of important learning opportunities from the whole adult education program* and, thus, voids of a kind which would not as readily occur in other areas of education. Moreover, strong leadership in the field, not within individual organizations but in provincial or regional constituencies, is not invariably evident. (White, 1956:155-162) A survey of adult education in Alberta, by way of illustration, concludes that coordination, though desirable, is virtually non-existent, that there is no consensus as to how it might be achieved and, indeed, that there is *a vacuum in leadership* in adult education in the Province. (Garrett, 1970) Coordination of adult education is clearly an issue of importance in the consideration of any strategy for its development.

Yet another Canadian study arrives at related conclusions. Because there are more adult education agencies in the field, the worker must either compete or cooperate, a choice which places emphasis on discrimination and on planning—both the product of training. Because his new role takes him beyond that of a mere dispenser of information, *because it involves him in imparting education rather than merely prescribing recipes*, he must learn new skills. (Stensland, circa 1960:25-26)

At the root of this lack of coherence is the fact that adult educators have come into the field from such a variety of different and often unrelated backgrounds that, even did the will exist, they would have difficulty in understanding one another. No common ground of philosophy or goals in adult education, a *lingua franca*, links one to another. The inevitable consequence is a competitive spirit reflected in duplication of effort, instead of a cooperative approach founded on a common point of departure and common goals. One reasonably concludes that the solution lies in the training of adult education leaders. In training lies the beginnings of a common language, the roots of a common bond and the possibility of inter-organization cooperation.

Certain factors, it is plain, offer resistance to the implementation of programs of training. Significant among them, both observation and documentation confirm, is the lack of a common philosophy or philosophies of adult education within the ranks of adult education leadership. In substantial part, the orientation of that leadership is towards the immediate and the practical, to administrative expediency rather than to a body of underlying theory. It is this posture which contributes to the readily documentable failure of adult education in presenting a coherent claim for public attention and support. There is a reluctance within leadership ranks to perceive adult education as other than a chimerical or, at best, ill-defined field, one which is vague, perhaps controversial, or administratively difficult to supervise.

Few in Canada occupying positions of leadership in the administration of adult education have had training in that field. Bluntly, but perhaps not inaccurately, Britain's National Institute of Adult Education (1966:361-367) proposes that this very fact militates against the provision of training.

> Training . . . is a distinguishing mark of all established professions. But, paradoxically, such a body of systematized knowledge [as adult education] can only be established by people already doing the work and interested in establishing its status and consequently their own. . . .It is a large act of self-criticism to promote, or even accept the view that professional training which existing staff have not had, would be advantageous.

The obvious, if frequently ignored conclusion, is this: that the status of adult education as a field, and therefore its future, will depend in large part on the quality and effectiveness of its provision. This, in turn, will be determined by the capacities and competence of those involved in it which, without doubt, is a function of both innate qualities coupled to initial and ongoing training.

Nonetheless, while the effectiveness of the adult education system will clearly rely both on good teachers and good administrators, there remain those who maintain that the good teacher is born, not made, and that the capacity for sound administration is merely a knack to be acquired, a notion effectively and properly rebuked:

> Even if it is true (that great teachers are born and not made), a properly staffed system of adult education must rely on good teachers and administrators, not on specially gifted ones. . . Good adult educationists can be made more competent by training. To suppose otherwise is to claim that the experience of the experienced is all of such a personal idiosyncratic kind that it cannot possibly be analysed, systematised and passed on to relative beginners, which is clearly nonsense, and arrogant nonsense at that. (National Institute of Adult Education, 1966:361-367)

The same theme is touched on in this allusion to

> . . . the common assumption that knowledge of a subject was equivalent to an ability to teach it, a touching faith that teaching, because it is subtle, personal, and depends on relationships, does not involve any skills which can be defined and taught. . . .Experience alone was thought to be the best teacher of adult educators. (Elsdon, 1975:12-13)

This is at best a dubious proposition. In fact, teachers learn by doing *only* when it is accompanied by probing, comparing, experimenting and reflecting.

Adult educators today have a new role. Their programs have the object of assisting change, emphasizing education as a self-directed process, which makes obsolete "tell them" programs, which places high priority on teacher-learner communication. All of this accents the need for training. Blakely (1966: 156), among others, puts the matter well: "The most valuable ware the adult educator has to dispense is an expertness in demonstrating that education is a superior method of learning." The same point is reinforced a decade later thus:

> The teacher can no longer see his role as primarily that of conveyor of knowledge and skills. His role is now defined as a facilitator and resource to the process of self-directed inquiry by the learner. He must not only have the knowledge, but must also be a successful practitioner of his subject or skill. (Roper, 1976)

Such exhortation to the contrary, adult education in Canada remains largely the work of enlightened amateurs who are obliged to define and develop required skills through their work as they go along. Neither the conditions of employment nor the attitudes of adult education agencies strengthen the sense of identity among teachers or administrators in the field; despite its growth, it continues largely in the posture of three decades ago.

In much of Canada, no formal training in adult education is regularly available to the public at large (many of whom are actively engaged in the field) much less accessible to those in the nation's more remote reaches. Important, if limited, work is carried on internally by some few adult education agencies themselves. In Alberta, for example, the Division of Continuing Education at the Northern Alberta Institute of Technology, the Calgary Public School Board's Division of Adult Education, the Agricultural Extension Service of the Department of Agriculture and such voluntary organizations as the Junior League, the Edmonton Family Life Education Council, for example, provide in-service training with a specific orientation to their organizational goals. But the fact remains that young men or women bent on making a career in the field of adult education and seeking a preparation may well look in vain. Nor do the great bulk of lay instructors in adult education—who by virtue of their numbers and the nature of the organization of the field—carry the largest burden find much help in preparing themselves for their important task.

There are, however, some encouraging influences at work which are supportive of the provision of training. For well over a decade, several Canadian universities, among them the University of British Columbia, The Ontario Institute for Studies in Education and St. Francis Xavier University, have provided central focuses of training in adult education. There is the enhanced interest of the Government of Alberta, which not infrequently has offered national leadership in Canadian education, in the problems of adult education organization and provision. There appears to be growing public acceptance that training is desirable, a proposition which will be explored in chapter 5. The great expansion in, and sophistication of, training provided to school teachers raises, by implication, the matter of training for those who are to teach adults. There have developed in Canada pockets of adult education strength, particularly in the extension divisions of universities, in the adult education divisions of the community colleges and urban school systems, on which programs of training might draw. In addition, there are important elements of specific expertise at hand: universities, such as Athabasca in Alberta, provincial communication authorities, extension libraries, and a growing number of adult educators whose overseas experience with CUSO or CIDA is valuable.

*In the space of a short quarter-century, adult education has matured from nebulous movement to a field of study and practice, the parameters and characteristics of which can be defined with reasonable precision. Predictably, it has certain features and weaknesses within it which militate against its rationalization and the development of its leadership. But, equally, there are significant, current factors which encourage both. The time is ripe for an objective review of the field and an appraisal of its potential future.*

## Goals for Adult Education: Some Models

Clearly, the value of training provided to adult educators will be assessed in terms of how much more effective they become as a consequence of training. That effectiveness, in turn, is linked to the goals of adult education. Inevitably in the *mélange* of adult education in Canada, these goals will vary in detail from organization to organization; in principle, they tend to have common characteristics.

The number of adult education goal models recorded in the literature is great. Perhaps the most comprehensive, recent Canadian statement is that offered in "A White Paper on the Education of Adults in Canada". (Canadian Association for Adult Education, 1964) Implicit in its review of the responsibilities of particular types of adult education organizations, public or private, the administration of the function, problems in research, planning, professional development and finance are the prime goals for Canadian adult education.

Of the many goal statements emanating from the United States, the most representative is perhaps that of the Adult Education Association of the United States of America (1967) which elaborates on each of the following:

> The more specific recognition and support of adult education by organizations which have it as an organizational thrust.
>
> Helping adults cope with social change.

Clarification of the adult education constituency.

Clarification of specific *objectives* to be met by the adult education program.

Increased attention to the design of learning experiences particularly intended for adults.

A more sophisticated and reliable evaluation of programs.

The development of broad public support for adult education.

The more efficient recruitment of adult education instructional staff.

The development of professional staff for adult education.

Examination of the appropriate facilities for adult education.

Financing of adult education.

Improvement of the relationships among adult education agencies.

The development of a body of adult education knowledge.

Research in adult education.

The examination of international adult education.

A broad general guide to the philosophy and sense of direction of adult education, broadly representative of the ten Canadian provinces, is that reported in the 1972 Commission Report *A Choice of Futures*. (Alberta. Province. 1972) Stemming out of it and more specific is *Further Education–Policy, Guidelines and Procedures*, published by the Department of Advanced Education and Manpower. (Alberta. Province. 1975) A most timely examination of the goals of adult education is a product of a 1975 study conducted by Coutts, Clarke and Horowitz (1975). In this, those of the two hundred respondents canvassed who were adult educators, favoured the following goals in the following preference:

> Personal Development: Education should provide the opportunity of self fulfillment of all students. Education should provide the basis for the growth of a person as an individual.
>
> Vocation: Provide a learning base for each individual to be able to succeed and to continually develop in a selected career or vocation.
>
> Universality of Educational Opportunity: Education should be equally available to all pupils regardless of mental or physical handicaps or section of the city or province in which they live.
>
> Critical Thinking: Education should teach people how to think critically–to evaluate what one sees and hears; to learn to identify problems and how to find and use information to help solve problems.
>
> Education beyond Classroom: Education should provide people with continual opportunity for "plugging into" the educational process at any time in their lives and in any way suitable to them.
>
> Leisure Time: Education should develop programs which teach people constructive use of leisure time. Education should prepare and even propose how we may make our leisure time more productive according to our life style.
>
> Group Skills: Cooperation–the capability of being able to work with other people in harmony. Skills in relating to–getting along with–other people.
>
> Social Survival: Global understanding. Education should make the individual feel responsible in a realistic way for

the condition of the society in which he finds himself. Help students to accept life on a global level rather than national.

Desire to Learn: Create a feeling of inquisitiveness. Teach every student to want to know, hence creating a person who would have a fund of information and interest in and a continuing desire to gain more experience and knowledge.

Communication Skills: Education should concern itself more with the basic means of communication. Develop communication skills for both inter-personal and multi-media approach.

Clearly, such lists are infinitely expandable. But the point is clear enough: whatever the explicit or implicit goals of adult education chosen, the training to be provided ought to facilitate their achievement.

*It is evident that a strong prima facie case can be made for the consideration of a strategy for the development of leadership in adult education. Both the numbers of adult students and the number of agencies created to meet adult learning needs is large and growing. The predicted rate of growth in the number of adult learners is high. Especially significant is the fact that the future clientele for adult education will be better educated and more sophisticated in their demands on adult education personnel and resources. In short, the growing edge of education lies in the adult dimension.*

*Adult education is no longer a movement with evangelical overtones and can no longer substitute fervour and dedication for competence; the tides of social change have taken it well beyond that point to a field of study which can be clearly defined. There are thus pressing reasons to explore the rationalization of the field, to study its problems and to prepare those who will lead it in the future.*

## 2. TRAINING FOR ADULT EDUCATION: THE PRODUCT

What follows this backdrop account of adult education development is an examination of the literature of the field both descriptive and analytical of training. An overview of the contributions which consider the theoretical and philosophical issues inherent in training reveals six major preoccupations:

> What is the nature of the field of adult education?
>
> What are the criteria of a profession and does adult education qualify as a profession?
>
> Is the study of adult education a valid academic discipline?
>
> What are the major objectives of a professional training program?
>
> What is the content of adult education as an area of study?
>
> What should theoretical models of professional training resemble? (Verner, 1970: 2-3)

In both the United States and the United Kingdom, the literature is extensive, displaying great variation in its source. In recent years, its volume has grown considerably though in Canada it is sketchy and in certain provinces all but non-existent.

Here it is proposed to examine these linked issues in their relation to training: personnel structure in adult education; the goals of training; competencies and characteristics of the adult educator; professionalism in adult education; and research in adult education.

## Personnel Structure in Adult Education

The variety of types of leadership in adult education is extraordinary. To the extent that, collectively, they can be said to have a pattern, it is that of a pyramid of three levels. (Houle, 1970:109-119) Each of the levels is essentially different; yet, at the edges, they blend into one another making sharp differentiation among them difficult.

The broad base of the pyramid, and by far its largest component, comprises adult education's lay leaders. Virtually all adult education agencies make use of laymen as volunteers, paid or unpaid, whom Godbey (1975:19-20) describes as of better than average education with well-developed social consciences and a desire to help shape the society in which they live.

At the intermediate level are those whose adult educational service is part of their regular job, or who accept supplemental employment in that field. Among them are evening class teachers, public librarians, museum curators, art gallery officers and specialists in business or the professions. Functioning as they do at the interface of the adult education agency with its agenda of goals and the mass of adult learners, they wield an enormous influence in the name of the agency. Curiously, their impact on the clientele served by the agency seems often to be taken for granted by administrators.

At the apex of the pyramid is the much smaller group of those who have made adult education the focus of their careers and who intend to spend their lifetime as specialists in it. They include those responsible for directing the adult educational activities of universities, churches, community colleges, public schools, libraries, museums, industries, agricultural organizations, government departments and a host of social agencies. Interestingly, though these persons are obviously dealing with education and are daily working with adults, relatively few of them perceive themselves as "adult educators". "One of the great challenges of the field", Houle (1970:112) pertinently observes, "is to create a sense of common identification and community among these leaders who will then influence the workers at the other levels of the pyramid."

How many people might be counted in each of these three levels, or how flat or how tall the pyramid of leadership is, there are no data to demonstrate. Field observation and varieties of official data however, indicate that the number at each level is increasing rapidly, though not necessarily in a balanced fashion, that there is some mobility both upward and downward within the pyramid, that volunteer and part-time persons intrigued with the scope of adult education often take up full-time work in it and that successful specialists within the field gravitate to senior positions outside of it.

An alternative to this rudimentary classification of educators of adults is that reflecting the four basic functions which they perform. The majority of part-time and volunteer workers, which includes a pool of instructors, is concerned with the guidance of learners. This function requires two forms of expertise: the mastery of the content of a subject area, or the mastery of instructional techniques required by the educational problem, perhaps in a particular setting, or—the typical case—a combination of these.

The central expertise required in the second function, the design and promotion of program, is the ability to apply basic theory to the building of sequential learning activities for adults, a knowledge of the application of this theory in specific settings, and the capacity to give direction to a major segment of an educational program.

Merging into that, often imperceptibly, is the administration of program, in which the educator of adults is not primarily concerned with the guidance of learners or with the shaping of instructional design, but with budgeting, organizing, controlling, staffing and interpreting the agency function to the public.

The fourth function, one which enlists the talent of a relatively small group of adult educators, is the advancement of adult education as a field of study. The group thus engaged—small in Canada but critically important—includes academic specialists in adult education and staff members of key adult education associations or government departments. Theirs is the task of research and writing, of training leaders, and of developing a framework for the coordination of community efforts in adult education. As to the significance of this group to field practice, it is accurately observed that:

> Neither a volunteer corps nor a body of part-time leaders can maintain itself for long without the guidance and direction of specialists and they, in turn, tend to grow isolated or ineffective if they do not have help in carrying knowledge to the community. (Houle, 1970:113)

A parallel United Kingdom perspective differentiates practicing adult educators in this way. There are those about to take up their tasks as new and inexperienced instructors of adults. While their involvement in adult education is partial, they require to be served through training not merely with hints and tips but with help in developing a theoretical base which will provide them with a basic understanding of the adults in their classes in psychological and sociological terms. There are the experienced adult education teachers who need assistance in the continuing re-examination of approaches to their work. There are the organizers and administrators of adult education who may combine with those tasks an additional responsibility for instruction. And finally, there is a small group of experienced full-time adult educators who, as they mature, seek to expand their narrow base to a comprehensive view of adult education as a field. (Legge, 1968:55-59)

Stated generally, the need is for relevant research, substantial high-level training facilities closely linked with good practice in the field, and a career structure which takes account of professional experience and training and which offers opportunities for in-service training, travel and study. (Elsdon, 1970:101-102)

This and like British statements are forthright in their claim that the overall quality of adult education could be substantially increased by enlarging the skills and understandings of instructors and volunteer workers, the characteristics of whom and the kinds of problems they face are suggested as follows:

Presumably will have a considerable measure of competence in a subject area.

Will have a degree of motivation in the task of working with adults.

Will be reasonably articulate, audible and outgoing.

He may or may not have a well-developed logic of approach evident in both the art of teaching and its organization.

He may or may not recognize the need for training and demonstrate a willingness to seek help.

He will tend to be guided by his most recent experience in education in considering his future educational activities.

His attitude towards his subject may tend to be inward looking and textbook bound rather than outward looking and problem oriented.

His methodological approach may be narrow, restricted, even uni-dimensional.

He may underestimate the motivation of his students and misread their aspirations.

He may have difficulty in relating to his students as other than students.

He may be ignorant of the resources and materials available to him and as to how they may be applied.

He may tend to underestimate the life-experience of his students or misinterpret its effect on their orientation.

He may fail to recognize or misinterpret the (sometimes unarticulated) question in the minds of his students.

> He may choose the role of iconoclastic, academic gladiator capitalizing on academic credentials or reputation over the humbler role of fellow learner.
>
> He may fail to interpret to students his specialist's mode of expression, the role of jargon and his use of it. (Typical Characteristics, 1969)

Important in any examination of training requirements is an understanding of the adult educator himself as a person: his satisfactions, his problems and his hopes. In their informative profile of adult educators, Brunner and Nicholls (1960:204-213) note that, in the main, they have entered it from other fields. Half, indeed, had moved into adult education from other duties in public education. Currently, their career backgrounds were extraordinarily heterogeneous. Two significant attitudes towards training in adult education are clearly evident:

> . . . some of the practitioners in the field are anxious to strengthen adult education as a profession, to enhance its prestige in American society and eliminate the marginal position adult education holds in many agencies and school systems. Progress toward such objectives seems to some to involve raising standards of performance among participants and of preparation among practitioners. On the other hand there are those, remembering perhaps the early leaders of themselves untrained save by experience, who dread professionalization as endangering the spirit and vitality of adult education and who would welcome the volunteer on the same level as the professional. (Brunner and Nicholls, 1960:205)

The image of the adult educator emerging from this extensive study is that of a humane person with an interest in people as people, who enjoyed working with them in solving a problem or in achieving some broader objective, who took pleasure in seeing them grow in their knowledge, understanding or analytical ability. Particularly satisfying to him were the pioneering or experimental aspects of his work, the ferreting out of educational needs and then meeting them.

The most worrisome problems he faced were the marginal status of adult education, the lack of support from the top administrative echelon of the agency (which often offered toleration rather than wholehearted acceptance), "the enrolment economy" general to adult education so precisely depicted in 1958 by Clark, and the lack of understanding of adult needs shown by educational administrators generally. Among the full-time, part-time or volunteer workers regardless of institution, the motivation of adult learners, the recognition of the adult as a special kind of learner, and the problems of administration springing out of supervisory apathy were universal concerns.

The net impression of this study

> . . . is that of a youthful, developing, not to say embryonic profession with good morale and great confidence in its future, but one which because of both actual and potential conflicts sorely needs a national organization. (*ibid.*, 213)

It concludes with a judgement warranting the most careful attention:

> The conception of the field of adult education will broaden and hence it will gain more support both from government and private sources *provided* the leaders arrive at concrete, well-defined goals in contrast to vague, all inclusive generalizations. This is a must and an immediate task. (*ibid.*)

The view that staff morale may rest on a sometimes shaky base is reinforced by Godbey (1975:19-20) whose assessment of adult educators working within the university framework is not irrelevant to those functioning in other agencies. University-based adult educators live with an uneasy feeling about themselves, questioning their status in the institution and their identity within it. They privately debate whether what they do is important or whether they function merely as hewers of intellectual wood and drawers of academic water. While others of their associates seem to have secure career lines and acceptance by a peer group, support for the adult education function is meagre or lukewarm. The solution, Godbey asserts, *lies in the determination of the adult educator to extend his competence* well beyond the conventional "bag of organizational tricks" into the theory-base of adult education. The view is worth emphasis: that there can be no greater endorsement of lifelong learning as a principle than participation in it by those whose daily work it is. A useful strategy is that of persuading the institution not forever to fix him in a particular job, but to ensure to him, as to others of his colleagues, a measure of personal and task mobility. But most important is a personal realization, a conviction that his attachment is not merely to a job or to an institution but to his community in a direct relationship, and in a strength of belief which goes beyond the naive, uncomprehending optimism of the "do-gooder".

An important concept—that training ought properly to be considered not by itself but in inter-relationship with recruitment and with status—is developed by Jessup of Oxford University. It is more accurate, he proposes, to refer to these three as aspects of one matter—that of *career*. Status may infrequently derive from statute or decree.* More likely, however, it will reflect general standing and repute in the community and, to a degree, remuneration. Status does not thus depend upon mere membership in the emerging profession of adult education but rather on public perception of the sophistication inherent in the function performed. Adult education in the European setting, it is observed,

> . . . is not yet a profession, a recognized career, yet it seems on the point of becoming one. The speed at which it becomes a profession will depend largely upon the qualities and qualifications that employing agencies look for and the employment opportunities that they provide. The status of any profession, that is, its standing in the community is determined principally by the value of the function which the profession performs in the community, by the educational background of its members and by the monetary remuneration which they receive. By insisting on sound

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*In France, it is proposed to recognize the function performed, adult education, through an official certificate. This is expected to introduce an element of coherence in the organization of adult education.

> educational qualifications and by paying adequate salaries, employing agencies have it in their own power to establish and enhance the status of the adult educator in the community. (Council for Cultural Cooperation, 1966:79)

This judgement applies with equal force in the Canadian setting.

As status is tied to recruitment, so recruitment is linked to training. One ought not out of hand to dismiss the view (more prevalent among older practitioners) that the voluntary element in adult education is important, that regimentation and adult education go ill together, that more part-time than full-time workers are involved in adult education and that professionalism might imperil valuable voluntarism which now pervades the field. A fundamental problem of recruitment lies in the fact that adult education is in the process of emerging as a clearly-defined and well-known area of competence. Thus, too, this advice is highly practical and significant to Canada:

> It is true of all forms of education, and particularly of adult education, that its quality depends largely upon the quality of its full-time staff, whether they are mainly directors, organizers, leaders or teachers. Policies need to be deliberately devised not only to ensure that an adequate number of full-time workers are employed, but also that they are adequate in quality. This must be done against a background of ever-increasing demand in all sectors for well-educated and well-trained personnel. In many cases employing agencies need to be clearer in their own minds than they now are about their recruitment policies, particularly in relation to the functions to be performed and the agencies' own purpose. (*ibid.*, 82)

But despite fears that voluntarism, spontaneity and personal enthusiasm might be dulled by formal training, the study concedes that training is increasingly believed to be desirable, indeed essential, in the six countries surveyed. While its forms and methods will vary, all will involve a study of elements of psychology, sociology, adult learning processes, the methodology of adult education and a working knowledge of finance, governing statutes and regulations and adult education management.

*Quite obviously, the single most significant fact of personnel structure in adult education is the variety of levels of leadership within it. While linked by common attributes, chief among them the satisfaction taken in serving the public, four levels of operational leadership can be distinguished. Each, it is fair to assume, would profit by access to training. If it is to be appropriately comprehensive, any scheme for offering training should envision a suitable provision to each level. But at issue is not merely training; what invites prime attention at the outset is the development of a* **career structure** *to embrace the elements of training, recruitment, remuneration and status.*

## The Goals of Training

Whether directly stated or implicit, the literature of adult education is replete with intimations of what are—or ought to be—the goals of training in adult education.

In the British view, for example, the broad task is

> . . . not only the development and the conscious adoption of a common philosophy and ethos, but the foundation of a developing body of academic knowledge held in common and continually adapted to current need . . . the precisely sensitive application of a conscious technology . . . to the practical needs of particular people. (Elsdon, 1970:100)

An American judgement pictures appropriate training as that which

> . . . seeks the principles of adult living and of educational intervention. It focuses the disciplines of social science upon the image and the task of the educator of adults. It studies the elements of the learning situation, the materials, the methods, the settings, the leadership roles, the varieties of programming, in their relevance to adult interests, needs, and purposes. It views the varieties and similarities of administrative management within the institutional process of the community and their related principles in a free society. (Essert, 1960:133-134)

Lying beyond the initial development of leaders and teachers equipped with knowledge and skills relevant to the education of adults and emphasizing continuous training, is the idea of a post-training service which might be situated in the training centre, of a kind which would enable "the provision of specialized, strategic, and timely information, research, and services for those people engaged in planning and implementing adult educational activities . . ." (*ibid.*, 132) to those engaged in the solution of immediate or emerging problems. Ideally, then, to the provision of training ought to be linked a facility available to practicing adult educators through which they might discuss current field problems and devise solutions to them. Houle bridges these two approaches with this set of objectives in training aimed at advancing the effectiveness of those whose primary concern is for adult education.

> A sound philosophic conception of adult education based on a consideration of its major aims and issues and embodying convictions concerning the basic values which it should seek to advance . . . .
>
> An understanding of the psychological and social foundations on which all education (and particularly adult education) rests . . . .
>
> An understanding of the development, scope and complexity of the specific agency or program in which he works and the broad field of adult education of which it is a part . . . .
>
> An ability to undertake and direct the basic processes of education: the refinement of objectives; the selection and use of methods and content; the training of leaders; the provision of guidance and counseling; the promotion of program; the coordination and supervision of activities; and the evaluation of results . . . .
>
> Personal effectiveness and leadership in working with other individuals, with groups, and with the general public.

> A constant concern with the continuance of his own education throughout life . . . (Houle, 1956:131-150)

The clear emphasis here is on the development of an understanding of his field by the adult educator and not merely the upgrading of his efficiency as a service-provider. This is a view of considerable importance and one confirmed by Price (1975:152-155) who concludes that excellence in performance is tied to *a conception of the task as one of education rather than of service*.

An alternative analysis frames goals in training in terms of the adult education role to be performed. Thus, performance of the role of scholarship in adult education will require the attainment of competence in research methodology; administrators of substantial adult education programs will seek training concerned with problems of organization, administration and personnel; the adult counsellor will seek help on problems of adult learning and motivation; while the preparation of the adult education program planner will concentrate on adult learning, curriculum planning and the sociology of adulthood. This approach to training in terms of functional specialization would appear to have relevance particularly where the organizations providing adult education are many and large. Further, it seems to assume a common and probably sophisticated knowledge of adult education principles. (Douglah and Moss, 1969:127-134)

But these are the goals of training as they might apply to practitioners professionally engaged–those leaders in the upper levels of the pyramid of adult education workers. There remains at the base of that pyramid by far the largest number: those who serve as instructors or volunteer organizers in adult education. The goals in training generally applicable to them are generalized in a number of statements of which the following from the United Kingdom are representative:

> To foster enthusiasm for his teaching role, to deepen his involvement and competence in it as a professional and to create a critical attitude of his professional performance.
>
> To stimulate his enthusiasm for his subject and to encourage his reappraisal of its developing dimensions and significance.

> To encourage and enable him to examine his own range of educational experience, its relationship to the whole of knowledge and experience and what can be learned from such a review.
>
> To refine his capacities to organize his knowledge for presentation.
>
> In the presentation of his knowledge, to perfect his range of skills in choosing the most appropriate methodological approaches and the most effective learning aids.
>
> To encourage the reconsideration of his subject as part of a continuum of knowledge which embraces other subjects, as a medium for mutual learning with his students, as a tool for enabling students to attempt the answer of innermost questions.
>
> To refine or develop his capacities to assess the background, motivations, aspirations and unarticulated needs of students both individually and as a group.
>
> To provide a situation in which, without embarrassment, but with expert assessment, he can experiment with various teaching modes and the impact of his physical self: dress, manner, voice, diction.
>
> To acquaint him with the sources of learning materials and provide him experience in their application. (A Set of Objectives, 1969)

Long observation by a British authority of the key factors which make for the success of the teacher of adults imply a related set of goals to be achieved in training:

> The effective teacher of adults seems to be one who makes a satisfactory assessment of the particular situation he faces in order to establish the relationships and to select the methods which help the students to learn most easily.

Instead of a generalized approach, he weighs up the particular characteristics, attitudes, motives, difficulties, etc. of the men and women in the particular group, the effects of time, place and environment, the conditions imposed by the subject and by his own personality, style and knowledge. This seems, however, to be not a cold calculated analysis, but a kind of imaginative appreciation and understanding of the situation, perhaps a rather intuitive process.

The effective teacher is one who has relatively clear ideas about purpose, both in terms of what he hopes will be achieved by the students at a particular meeting and in terms of the more long-term purposes. Or is it more true to say that what really matters is an inner conviction that the work is worthwhile?

The effective teacher is one who knows a great number of methods through which he can create a learning situation, and who selects those most suitable for the class he has with him.

More obviously, the effective teacher is one who can use the chosen method with skill. Good quality teaching is not likely to take place if the teacher lacks the skill to put methods into practice, whether these are case studies, discussion or the talk.

A more difficult factor, but one to which some adult educators would give much weight is often stated in simple terms of personality. The effective teacher is one who is the "right" kind of person, someone able to kindle student response, able by his personal approach and characteristics to establish "effective" relationships and the warmth of human contact in which learning becomes easier. The real problem in this is that although I believe that relationships are of paramount importance in adult education, I find it extremely difficult to generalize about them or to list desirable characteristics. Many different personalities seem to have been successful in the work. (Legge, 1967:2)

Similarly, goals of an adequate training program for instructors and volunteers in adult education can be inferred from this list of desirable and, according to its authors, acquirable characteristics of adult teachers:

> The teacher should not be authoritarian, but rather democratic, compassionate, sensitive, and flexible.
>
> He should be dedicated to the aims and philosophy of adult education and not simply seeking a second job.
>
> He should understand and practise the psychology behind positive reinforcement of learning.
>
> He should be a practitioner who has had experiences related to his teaching, can present case studies or theories, and can demonstrate processes rather than simply talk about them.
>
> He should understand and have a respect for the cultural values of his students and be able to relate well to other adults.
>
> He should be creative and have multiple approaches to the teaching of various skills.
>
> He should be a liberally educated person, but also one who is competent in many of the basic skills needed by his students so that he can integrate and support teaching in the other disciplines. (This applies especially to programs for adults who are totally or functionally illiterate.)
>
> He must understand different teaching styles and be able to fit materials and a particular method to the learning task. Thus he should not be one who sacrifices the student on the altar of allegiance to *one* method.
>
> Lastly, he must also consider himself a learner and be curious about many areas of knowledge, for when one is teaching at any level of education, but especially at the adult

> level, there is a need for an open, permissive, free environment wherein an interchange of the teaching-learning roles can take place. This means that he must be a good listener, sensitive to the verbal and non-verbal communication of his students. (Carter and Short, 1969:34)

And finally, in what he describes as a "survival kit" training for new instructors, these objectives are posed:

> He would need to acquire and cultivate powers of observation, sensitivity, responsiveness, and the management skills required to make use of them in practical teaching situations.
>
> He would need to be able to wield his subject as a means . . . for students to achieve a higher degree of personal fulfillment and maturity in the exercise of its disciplines.
>
> He would need an understanding of the psychological and sociological processes underlying his students' decision to join a class, of their learning activity within the class, of their relationships with each other as learners and as members of a group, and of their relationships with himself.
>
> He would need to master the technical skills related to the effective presentation of his subject (in the light of 1 to 3), both at the level of planning courses and class meetings relevant to need and situation, and at the level of specific methods and aids.
>
> He would need to have enough knowledge of the purposes and organization of the institutional framework within which he works to enable him to cooperate fruitfully with organizers and colleagues, and to provide his students with experiences which will enable them to look beyond the framework to larger purposes.
>
> No tutor can be fully competent in these respects unless he is fully competent in his subject, and ready and able to develop that competence further. Nor, perhaps, can he be considered fully competent in his subject unless he can see it in its application to human ends. (Elsdon, 1970:97-98)

Clearly, at whatever the level in the hierarchy of adult education, there is no dearth of statements suggesting the goals to be achieved in the provision of training for adult education. There is much overlapping in those represented above; yet among them, are points of emphasis worth noting.

*Certain elements are common to these several analyses of goals appropriate to training for adult education. First is that of enabling the student to develop a personally significant philosophy of adult education as an underpinning to his work in the field. This substructure attained, the student ought to be helped to acquire a foundation in academic studies of a kind which will provide an understanding of the psychological and sociological bases of the field. With this as a point of departure, the student can then be assisted to apply those insights to the processes of adult education and to its management. The end to be achieved, it is emphasized, goes beyond mere improvement in technical skills, the tools of the trade, to an understanding of the principles on which they rest.*

## Competencies and Characteristics of the Adult Educator

However trite it may be to declare, the precise delineation of goals to be accomplished is the single most important step in the successful conclusion of any mission. If the training experience is to be productive, the ends sought must be clear, relevant and accomplishable. It is thus worth considering an alternate perspective of goals in training for adult education: that which can be inferred from statements of the competencies and characteristics ideally attributable to the adult educator.

A British authority, acknowledging the necessary personal qualities of the successful adult educator, notes that training may help develop these only if an existing potential is there, emphatically warning both against training courses which offer a "personality kit" or a "how to do it kit". There are, he declares, *no* typical or ideal characteristics of adult educators and it would be unwise to try and devise them. (Elsdon, 1975:103) But this, emphatically, is *not* the view of his American counterparts who have set out the competencies, essential behaviours, qualities, knowledge and skills, and essential leadership characteristics of adult educators in almost redundant detail, of which a few samples follow.

In an extensive analysis of the competencies required of adult educators, Chamberlain (1961:78-83) invited 135 *adult educators in largely senior administrative posts* to rate, in order of importance, forty-five proposed competencies presumed to describe this prototype of the professional adult educator:

> A full-time administrator of a program of adult education, for example—an evening college dean or assistant, the educational director of a labor union, the director of adult education of a public school, the training director of an industrial organization, the head of an adult education department of a library, a senior staff member of a cooperative extension division. The administrator may also be a teacher or act as a consultant.

Of the forty-five competencies, these ten were identified as most important:

> A belief that most people have potentiality for growth.
>
> Imagination in program development.
>
> Ability to communicate effectively in both speaking and writing.
>
> Understanding of the conditions under which adults are most likely to learn.
>
> Ability to keep on learning.
>
> Effectiveness as a group leader.
>
> Knowledge of his own values, strengths, and weaknesses.
>
> Open-mindedness—i.e., willingness to accept others' ideas.
>
> Understanding of what motivates adults to participate in programs.
>
> Strong commitment to adult education.

Varying this approach, *but sampling a clientele less exclusively drawn from the upper echelons*, Aker (1963) derived a list of no fewer than 410 objectives, competencies and behaviours of adult educators, of which 23 "essential behaviours" of the adult educator were assumed to be observable and measurable. The first ten of these follow:

> He helps people control and adjust to change rather than to maintain the status quo.
>
> Intelligently observes and listens to what is being said or done and uses this information in guiding his response.
>
> Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learners.
>
> Helps his clientele acquire ability for critical thinking.
>
> Provides an atmosphere where adults are free to search, through trial and error, without fear of institutional or interpersonal threat.
>
> Identifies potential leaders and helps them to develop their potentials.
>
> Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational activities.
>
> Is actively involved in continuing study that will increase his professional competence.
>
> Understands the role of adult education in society and is aware of the factors and forces that give rise to this function.
>
> Actively shares, participates, and learns with the learners in the learning experiences.

Addressing himself to a more limited group, Robinson (1962:243-245) identified sixteen criteria descriptive of the optimal experience and educational background *of those entering* *the field of adult education*, of which these ten ranked highest:

> The adult educator should have the qualities of a leader and should be mature enough to be accepted by adults.
>
> The adult educator should possess initiative in program development.
>
> The adult educator should understand adult psychology.
>
> The adult educator should understand group leadership and be able to work with groups.
>
> The adult educator should be a competent teacher.
>
> The adult educator should be proficient in the use of communication media.
>
> The adult educator should understand community organization, community power structures, and community development.
>
> The adult educator should have experience in working with adults.
>
> The adult educator should have the ability to do public relations, promotional work, and organizational work.
>
> The adult educator should have competence in an academic area.

Madry (1963) in a study of the training needs of *public school adult education directors*, and having identified twelve functions as relevant to these officers, determined that the principal problem areas lay in the areas of financial support, community relations, staff problems, program planning and resources. The significant competencies required to meet these problems were these: a basic understanding of program organization and administration, the ability to establish productive relationships, and executive and supervisory capacities.

In an inquiry into the competencies of the *rural adult educator*, Leagans (1957) identifies eleven relevant to that task, each of a practical nature, such as "skill in human relations", "ability to plan", "skill at communications". In a like study conducted by McCormick (1959), this rank order was assigned by rural adult educators to the ten most important potential areas of training: technical knowledge, program planning and development, communications, extension organization and administration, the educational process, effective thinking, human development, understanding social systems, research and evaluation.

Westervelt (1961:99-105) exhibits some fresh elements among the understandings and competencies which the adult educator should have acquired: an up-to-date grasp of adult psychology including supervised training in counselling adults; the capacity to analyze the "physiology" of group structure; an empirical grasp of communication theory; an understanding acceptance of the relative unimportance of one's own data in teaching situations; and the capacity to facilitate the generation of new data through teacher-learner research.

Finally, Houle (1957:28-29) in summarizing views of a Conference called to consider the "images" of the adult educator, proposes this characterization of the adult education administrator:

> He should be trained to professional competence in an academic discipline.
>
> He should have broad intellectual horizons.
>
> He must be a socially oriented and socially adjusted person—"the right guy".
>
> He must have creative imagination.
>
> He must have competence in administrative skills.
>
> He must have energy, and he must have enthusiasm for adult education, including his own.
>
> He must be alert to the needs of adult individuals and of society.

He should be adequately qualified in communication skills.

He should be a humane person.

He should have knowledge of educational processes, especially adult education.

He should possess a mature and progressively developing philosophy of education.

He must have an understanding of the aims and objectives of his own institution.

He must have personal integrity.

He must have loyalty to the institution.

Which array he concludes appropriately, with this characteristic: a halo!

*Such lists are well-nigh endless, indeed tiresome—but useful to a degree. Out of this formidable, though by no means exhaustive array of analyses it is possible to identify three distinct, significant clusters of competencies marking the ideal in the adult educator which can be taken as generalized goals for training. The first is a conviction within the adult educator of the potentiality for growth of adults, and a strong personal commitment to adult education exemplified by the extension of his own education. The willingness to accept others' ideas, the encouragement of freedom in thought and expression is fundamental, as is a dynamic rather than a static view of the field of adult education. The second is the possession of certain skills—of writing and speaking, certainly—but also the capacity to lead groups effectively, to direct complex administrative activity, and to exercise flair in the development of programs. Finally, the adult educator must understand the conditions under which adults learn, their motivations for learning, the nature of the community and its structure. Underlying all of these, and essential, is an understanding of oneself undergirded by a sustaining personal philosophy.*

## Professionalism in Adult Education

This discussion of the goals of training for adult education and the development of its leadership prompts the exploration of a related issue: professionalism and its relevance to the field.

The literature of adult education is replete with comment on professionalism in adult education. Verner (1970: 9-12) characterizes the debate as tedious and futile; yet it is worth examining, briefly, in its application to adult education if only to indicate what professionalism in the context of adult education is not.

As a vocation develops, as it becomes more complex, its character tends towards change. Those within it perceive themselves as having matters in common with their fellows, among them, mutually-held views. The goals of the vocation become more clearly defined; and in just such measure, the members' sense of belonging strengthens as it matures. So, too, does the hope that the vocation will be respectfully noted by others, that it will be held to incorporate ethics and standards, and eventually, that it will be publicly conceded that it ought reasonably to have the capacity to influence affairs in its sphere. The progress of this translation from vocation to profession is assumed to be accompanied by benefits demonstrable both to those within it and to the public.

Statements of criteria created to distinguish occupational from professional status are legion. Thus, the American Association of Professors of Higher Education asserts (1975:5) that the profession incorporates:

> An organized body of intellectual theory constantly expanded by research.
>
> An intellectual technique.
>
> A close-knit association of members with a high quality of communication between them.
>
> A period of long training.
>
> A series of standards and an enforced statement of ethics.

Applications to the practical affairs of man.

Active influence on public policy in its field.

Miller (1957:4-6) sets out a parallel set of such criteria: a body of knowledge and skills, the mastery of which a member of the profession has and which is not readily accessible to the general public; a training route which is distinct and well marked; a form of admission to the profession controlled by certification or the like; and the existence among the members of a special terminology, shared values, a system of ethics and a sense of mutual identification. He concludes that adult education as a vocation is far from measuring up to these criteria of profession.

Liveright (1964:86) records the basic criteria of a profession as these:

The existence of a recognized code of ethics.

Techniques of operation based upon some general principles.

Control over the professional behaviour of members.

Allen (1961), out of his analysis of the content of the professional literature of adult education, establishes these fifteen descriptors of professionalism:

> . . . serves a socially valuable and highly acceptable function which deals with matters of vital importance to the client.
>
> . . . organizes its members into an association which tests competence, maintains standards, establishes training opportunities and thereby gains societal recognition and status for the profession.
>
> . . . is based upon a complex, systematic body of theoretical knowledge.
>
> . . . possesses a technique which is used in carrying out its function, and which cannot be readily understood nor practiced by the general public.

. . . produces a code of ethics which protects the interests of the client, the general public and the professional practitioner and is enforced by the professional association.

. . . is composed of members who have gained expertise in the profession's body of knowledge and technique by means of long, formal, intellectual training in a college or university.

. . . exercises control over the quality of its members and their practice by means of entrance requirements and minimum standards of training, and in return for obedience to these standards, colleague-group protection is offered to the individual practitioner.

. . . in collaboration with state officials, sets up legal controls of certification of licensing.

. . . is composed of practitioners who are autonomous and self-directing in their actions.

. . . it functions in such a manner that the interests of the clients and society are placed above and before the personal interests of the practitioner.

. . . is made up of people who are committed to the occupation as a career.

. . . as it matures, tends to divide its function into different specialties which may or may not be detrimental to the profession as a whole.

. . . is a full-time occupation which gives sufficient remuneration for the practitioner to maintain a livelihood.

. . . adopts a common, special language which can only be fully understood by the practitioner.

> . . . is recognized by the general public and other professionals as an occupation with high status.

Running in quite another vein, Elsdon's analysis (1975: 177-180) is more shrewdly analytical than the general run of interpretation. The term "profession", he concludes, can connote anything from a group declaration of faith to an intended monopoly of knowledge and status, perhaps to the extent of a conspiracy against the public through the control of the source of income. Two elements of the term are to be distinguished: the professional *ethic* connotes a set of rules of conduct applicable to the professional; the term *ethos*, on the other hand, connotes a worthy (though unenforceable) underlying sentiment linking members of the group. The central element of the *ethos*, as it applies to the field of adult education, is the existence of a sense of partnership between professional and client respecting the latter's education, including its content, organization, finance, and evaluation. In short, *ethic* tends to closure, while *ethos* tends to openness. Thus, while professionalism in adult education invites definition in terms of a conscious, sensitive application of technology, it must, if it is to be compatible with the interests of those whom it serves, reflect an attitude of service to and cooperation with the client. The sensible appropriate view of professionalism in adult education lies in a conception of it which avoids any sense of enforced conformity to standards of behaviour or pretended special status for the clearly evident reason which Blakely (1966:156) notes:

> In an adult educator such an arrogance would be a fatal flaw, a pretension that the careerist and the volunteer leader could puncture by the simple refusal to seek or accept help.

The reality is that the most valuable ware the adult educator has to offer is simply this: an expertness in demonstrating that education is a superior method of learning. In this, Blakely confirms Houle's view which construes professionalism as *competence* and professional education as "the advanced education of persons who have a primary concern for adult education and basic career expectations in that field". What the public seeks in its assessment of professionals, as one is reminded by Swanson (1975:17-25), is evidence of the standards they set for themselves, the level of their skills and proficiency, the measure of public responsibility they assume and the extent of the obligation they accept to further their field through study and research.

Hitherto, adult education in Canada has been largely regarded as a *movement*: that is, as "a diffusely organized or heterogeneous group of people or organizations tending towards or favouring a generalized common goal". A sense of social purpose has characterized it since its inception. But without some mastery of the principles of adult education such social purpose is relegated to insignificance. A principal strategy in leadership development clearly lies in a more general acceptance of the emergence of the field and mutual awareness of a common task shared. In part psychical, in part organizational, *no development promises more to improve the quality of the education of adults than some mastery of it as a field of study.*

What the literature confirms is that professionalism in adult education—conceived in terms of deliberately acquired competence—cannot subsist without an evolving body of knowledge and skills. Nor can adult educators claim professional status, as has been noted, unless each is prepared, as he is able and at a level appropriate, both to master and to help *create* this body of knowledge. An effective policy of initial or continuing training cannot be maintained, as will be demonstrated below, without a base of research adequate to permit continually renewed insight and growth. Nor, in logic, ought either training or research, one reasons, to be separated from the field of practice. Rather, as an ideal, the functions of training, research and provision in adult education ought to be knit in the closest possible association, with this caveat: that both training and research require resources beyond what can be spared from the preoccupations of working field staff.

*The consensus of judgement is that adult education cannot be classified as a profession in the conventional sense of that term. But it can and ought to be perceived as a profession in terms of continuously acquired individual competence grounded in theory and coupled to skills distilled out of field practice. It* *is, in short, a field in transition about to emerge as a profession of a distinct kind, its essence rooted in a partnership bond between professional and client. Heightened, world-wide concern for research into the field, official recognition in a host of governmental reports of the need for training, and the steady development of training facilities offer unequivocal confirmation of its transformation from movement to profession.*

## Research and Training

There is no more vigorous debate in the literature of adult education than that concerning the paucity of research in the field and the impact of this lack both on the provision of adult education and on training for it. Mezirow (1971:135) of Columbia University sounds the dominant note:

> There are few more pervasively debilitating influences in the professional field of adult education—or in all of education—than the absence of a body of practically useful theory upon which priorities in research, program development, evaluation, and professional training may be predicated.

Unquestionably, the quality of training will depend on the extent—and quality—of the theory base which is at the trainer's disposal, a judgement fixed by Britain's Russell Report (1973) which insists

> . . . that more research into the many facets of adult education is necessary . . . the obvious place for much of this research to be located is in the departments of adult education in our universities and we would invite the U[niversities]G[rants] C[ommittee] to consider the problems associated with the financing of research into adult education.

Of the research done in North America, Brunner's (1959) major review indicates that most is concerned not with analysis, but with descriptions of experience in a single program or community, or characterization of a local problem the findings of which are seldom applicable beyond the area studied. The poverty of the yield of this research effort is manifest in the banal generalizations which infuse its findings. Moreover, a more recent study by DeCrow and Loague (1970:13) of dissertation research in the period 1963-67 confirms an overwhelming emphasis on descriptive research. Of 505 theses completed in the period, this balance was evident:

| | |
|---|---|
| Experimental research | 97 |
| Descriptive research | 357 |
| Historical research | 34 |
| Methodological research | 17 |

Interestingly, of the eighty-three universities surveyed, seventeen—the established institutional leaders—produced *two-thirds* of the total. Two subsequent analyses of contributions to adult education research, other than through theses, by Dickinson and Rusnell (1971:177-185) and Long and Agyekum (1974:99-120) confirm that the bulk of it, too, lies in the area of description though, latterly, more emanates from universities with a modest increase in theory formulation. Clearly, contemporary emphasis in research appears not to lie in theory building—which is central to the growth of adult education as a field of study.

Brunner's explanation of this state of affairs, though not current, remains applicable, if apologetic:

> Adult education is a new profession. Its practitioners are all but overwhelmed by the demands upon them resulting from millions of clients. A vast majority of the actual teachers of adults are part-time workers, giving only a few hours a week. Many are volunteers. Adult education is in its infancy as a discipline and with relatively few universities and graduate students in the field, the labour force available for needed research has been totally inadequate. . . . Another reason for the paucity of adult education research has been lack of financial support. . . .Many school boards have been lukewarn in their support of adult education, and what funds were available have, understandably, gone into operating the educational programme.

In Canada, a principal reason for the paucity of adult education research is–quite simply–the lack of interest shown by the universities in adult education as a field of study, a fact illustrated by the scant attention given to university adult education by the Association of Universities and Colleges of Canada recounted by Pilkington (1974). Another is the inadequate and fragmented character of statistical data gathered by government in a pattern which lacks usable time series and even the most rudimentary description of adult education program or personnel. It is true that personnel in adult education trained in conventional research methodology, with an interest in adult education research, are few; but perhaps the central reason for this research gap is the preoccupation of leadership in adult education with day-to-day administrative concerns.

This neglect of adult educational research in Canada is chronicled in the meagre listing of materials in "A Bibliography of Higher Education in Canada" (Harris, 1965) and evidenced in this single, regrettable fact: *that Canada is the only major, modern country in the world which does not have a single journal, of national distribution, which records the nation's adult education research.*

There is no dearth of advice in the literature as to what kind of research is needed or by whom it should be undertaken. Perhaps the most recent and comprehensive statement is that of Kreitlow (1968 and 1970) who develops a taxonomy of required research in which are identified three interrelated themes within which the most significant problems lie: the adult as learner; the adult's response to social-cultural phenomena; the adult education enterprise. A detailing of research needs in the area of "non-traditional study" (the contemporary term with particular reference to adult education in the institutional setting), is suggested in thirty-four of the recommendations of an American Commission on Non-Traditional Study (1974). Other knowledge gaps in adult education to be filled by research are suggested from European sources in such documents as Explorations in Adult Learning and Training for Adult Education (1970), and a Republic of Ireland (1973) Report. Appropriately, these revolve around community needs, individual needs and the evaluation of the adult education program.

An examination of research needs in Western Canada by Stensland (circa 1960) calls for an expansion of that kind of research which would identify and describe the adult education task, determine the personal qualifications related to success in the task, and determine how the qualifications of contemporary adult educators might be improved. An Alberta study identifies ten areas inviting research, which centre on adult education organization, financing, program development and adult teaching. (Garrett, 1970:168-170) A major current American study of post-secondary education sets out a typology of barriers to expanded adult learning opportunities, which suggests several dozen problems, the solutions to which would forward adult education development. (Peterson and Hefferlin, 1975:65) (See Appendix 3)

Verner in Canada, Houle in the USA, Legge in Britain, all principals in adult education in their respective countries, emphasize the desirability of a partnership of research with training on the one hand and with practice on the other. In relatively recent years, in the U.K. and the USA, agencies especially created to stimulate the development of applied research have been initiated such as the British *Standing Committee on University Training and Research in Adult Education* (SCUTREA) and the *Adult Education Research Conference of the USA*. To these are linked similar groups with parallel concerns in the Netherlands, France, Africa, Australia, New Zealand, Czechoslovakia and Yugoslavia

Part-time research, Tough (1968:78) acknowledges, makes useful contributions; but the principal contributions flow from the efforts of full-time researchers:

> Probably most of the broad pioneering work in mapping new areas of adult education, and most of the studies that produce far-reaching implications for theory and practice, are contributed by researchers who devote a major portion of their time to research.
>
> Throughout the world a surprisingly large number of persons are now devoting *a major portion* of their time to research that is relevant to learning, education, and training during adulthood. Some of these people have for several

> years considered adult education research a major responsibility of their position in a university, research institute, government department, voluntary agency, or other institution.

Through the formulation of new concepts, through the integration of existing empirical research, through the extension of the process of borrowing and reformulating knowledge from other disciplines, the quality of training for adult education will be advanced and field practice will be served. In the process, the field itself will be shifted towards a professionalism reflected in enhanced competence.

Inevitably, the major responsibility for this development is that of the university, a point emphasized by that major examination of adult education in the U.K., the Russell Report (1973). The point is as bluntly confirmed in a University of Bristol report:

> Certainly there seems to be no good reason today why a University should not pursue research into the education of adults and . . . until that serious work is undertaken we shall have little of value to guide our future development.
>
> Similarly there seems to be no reason why a University should not hand on whatever experience and skill it possesses in teaching adults. (Bristol, 1968-1969:13-19)

As to the *objectives* of the university in adult education research, these are suggested by Kreitlow (1965:6):

> To integrate past research in adult education with more recent findings.
>
> To review selectively recent research in the fields of psychology, sociology, anthropology, vocational education, and communications for findings pertinent to the process of educating adults . . . .
>
> To integrate the adult education literature with relevant material from other fields . . . .
>
> To relate the integrated research literature from the various disciplines to existing theory in adult education.

*The evidence is abundant that adult education development and adult education training is impeded by lack of support in research, by the narrow base of the research which is now conducted and, particularly in Canada, by the lack of a mechanism for its broad dissemination. It would appear short-sighted, indeed, irresponsible to make plans for training for adult education without coincidentally preparing to mount and sustain an on-going program of research. Ideally, for reasons of maximum mutual support, the principal functions of provision of adult education, training and research should be merged or, at minimum, organizationally linked.*

*Within the university which is uniquely fitted for the task, research in adult education ought to be expanded. To continue to direct the great bulk of its effort in this field to the proliferation of adult program is to fail to meet the real needs of that great host of other agencies in the community engaged in adult education which look towards the university for leadership.*

# 3. TRAINING FOR ADULT EDUCATION: THE PROCESS

Other issues relevant to the development of leadership in adult education are explored in the literature and deserve brief review: the content of training; methodology in training; the institutional placement of training responsibility; the organization of training and resources required for it.

## Content

The literature of adult education of twenty-five years ago reflects skepticism as to the existence of a body of knowledge which might be labelled "adult education". This is clearly not a representative view of adult education leadership today which declares

> . . . that there is a single body of knowledge—existing and required—that is appropriate for the training and professional development of adult educators, that [adult educators] would stand to gain personally from engaging in its study together, and that such joint studies would, in turn, assist in the creation of a coherent and recognized profession. (Elsdon, 1970:97-99)

It is today aptly described as an emerging field of study which draws much of its substance from the social sciences and which is in the process of establishing a theory base within itself. Indeed, the considerable extent of that theory base has encouraged Apps and Boyd (1976) to take the position that adult education has *its own unique structure and function* which give it identity and that, for cogent reasons, it should no longer continue dependent on concepts from the social sciences. Rather, they propose a fresh examination of the structure, function and purposes of adult education *per se* and a major reorientation of it to encompass a matrix of twenty-seven elements, all embraced in a three-dimensional "Specificational Model for the Definition of Adult Education". However valid this model of the field, adult education appears to be surfacing as a unique entity from the social sciences, notably from sociology and psychology, as those disciplines themselves emerged from the parent field of philosophy only four decades ago.

Its emergence has not been unaccompanied with birth pangs. Grayson Kirk (1947:5), for example, notes the "presumption of illegitimacy . . . often . . . attached . . . to the birth of a new academic subject, particularly in the field of social studies . . ." Yet, particularly in North America, universities have hastened its growth by providing training programs in it well in advance, it would seem in retrospect, of any highly organized demand. The positive consequence is that adult education, like other such subject areas, has achieved broad acceptance as a field of study. (Houle, 1964) In fact, by the mid 1950s, there could be identified fifty-three institutions, not all universities, offering some kind of professional study in adult education. (Svenson, 1956:162-166) By 1968, twenty universities in the USA and Canada offered a graduate program leading to the doctorate and, as at 1969, 726 doctoral degrees in adult education had been awarded in North American universities. (Houle, 1970) In Britain, meanwhile, nine universities have developed diploma programs in the field. Throughout the world, the number of journals devoted to adult education has increased markedly as has the volume of research. Library materials in adult education have expanded and a mechanism, the ERIC system, has been developed for recording unbound materials.

The general nature of the field today is sketched by Verner (1970:8) who depicts adult education as a unique body of knowledge derived from research in adult learning, adult motivation to learn, the evaluation of adult learning, the dynamics of the learning group, aspects of adulthood in smaller and larger groups, the history of adult education as a social movement, the unique patterns for the organization and management of the learning process as it is applied to adults. Apart from the formulation of principles and generalizations from practice, adult education, in the main, has been expanded as a field of study through the borrowing and reformulation of knowledge from other disciplines. Principal among those who have pioneered the translation of the insights and understandings from other disciplines to adult education purposes are E. L. Thorndike, C. O. Houle, Thomas Kelly, Paul H. Sheats, Harold C. Wiltshire, Coolie Verner, M. S. Knowles and Richard Hoggart, all scholars in the subject as well as adult education practitioners, their work preceded or punctuated by such seminal documents as the 1919 Report of the British Ministry of Reconstruction, and the massive 1965 study, *Volunteers for Learning*, by Johnstone and Rivera.* The strong, interdisciplinary base of adult education in Canada is confirmed by Draper (1974) who lists sixty-two masters and doctoral theses, drawn from twelve social science fields, at the University of Toronto alone over the period 1900-1970, each of which illumines facets of the field of adult education. A parallel study in Canada of *non-degree research* shows that of a sample of seventy-eight studies in adult education, forty-six were based on material drawn from the social science and technical fields. (Gray, *et al.*, 1971: 7-8)

There is considerably more unity than diversity in the literature as to what constitutes the appropriate basic curriculum in a program of training for adult education. An American conference of university adult educators poses, as one of four elements, the history of adult education, which is important because it takes the study of that subject out of a time and place orientation and because the future development of the field will reflect its past. The psychology and sociology of adult learning is an obvious element since adult education program is necessarily built on the different needs of adults in differing groups at different life stages.

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*See Thomas Kelly, ed., *A Select Bibliography of Adult Education in Great Britain, including works published to the end of the year 1972*, 3rd edition (London: National Institute of Adult Education, 1974).

The fact that every kind of educational program rests on a view of the nature of good itself, of the good which lies within a particular subject matter, within an individual and within a society, suggests a third element: the philosophy—or better, philosophies—of adult education. The design of adult education, the specification of its objectives, the selection of appropriate content, methods of teaching adults and concepts of operation collectively represent the fourth important element of curriculum in training for adult education, all based on insights from psychology and sociology relevant to adults. (Houle, 1957:40-42)

Still another general grouping of components comprises eleven primary areas of content (which are also major spheres for research) (Verner, 1974):

Adult learning

Psychology of adults

Physiology of aging

Adult instruction

Instructional processes

Instructional devices

The client system

The organizational system

Social setting

The role of adult education

Historical foundations

What ought to be avoided, one speculates, is an unnecessary proliferation of courses.

Structuring this content might be accomplished by organization in concentric groups in this fashion (Essert, 1960:135-138):

*Core Courses*

Historical and philosophical foundations of adult education.

The structural organization of adult education.

Adult psychology and adult learning.

Program design and educational processes for adults.

*Augmentation Courses*

Those designed to add breadth and depth to the core program drawn from the fields of anthropology, economics, sociology, psychology, philosophy and aesthetics.

*Specialization Courses*

Those which will assist the student in the mastery of a field of special interest such as community development, fundamental education, international adult education and the history of adult education.

A British trainer of adult educators bases his conception of curriculum in training on an analysis of those factors which contribute to the success of the adult educator in the field. The methodology of adult education is an obvious element (though he concedes the possibility that students, though fully conversant with it, may be unable to implement it). A knowledge of the psychology of adult learning, of group dynamics, of social psychology and sociology is proposed (acknowledging the danger that the trainee may be rendered so coldly analytical as to be unable to help his student). A study of the philosophy of adult education is intended to lead the student of adult education in the direction of clarifying his aims and of structuring his convictions about adult education. The history of adult education is considered relevant, as is its organization, the study of both of which is intended to render the *environment* of the adult education enterprise more productive and the teaching which goes on within it more effective. (Legge, 1967:2-5)

A United Kingdom conference of adult educators also approaches a consideration of curriculum in training for adult education in terms of what is required of the adult educator in the field in knowledge and in skills noting these specifics (Explorations in Adult Learning and Training for Adult Education, 1970:150):

*Required knowledge*

Community structure (political, administrative, social, historic, economic).

Religious and philosophical value systems.

Theories of social change.

Empirical knowledge from all kinds of education situations.

Historical knowledge of the community involved, whether industrial, social, economic, etc.

Learning theories.

Linguistics.

Group dynamics.

Sociology (concepts of role, status, class, institution, community).

Data collection, analysis and presentation.

Natural sciences, including physiology and biology, as they relate to adult learning.

*Required skills*

The design of appropriate learning situations.

Group processes and leadership.

Working in the community, including discriminative observation, data collection, understanding communication systems and sensitivity to community needs.

Working relationships with other staff.

The evolution and use of techniques in the evaluation of teaching and learning.

The evolution of appropriate administrative procedures.

Training of adult education workers.

In search for a model of course content appropriate to a doctoral program in adult education, Veri (1968:77-83) reports a group of no fewer than twenty-nine courses held to be relevant to the day-to-day responsibilities of practicing adult educators. Seven of these (history and philosophy of adult education, designing and evaluating adult education programs, psychology and sociology of adult education, social change, special problems, motivation) are held to constitute the core. Remaining groups of them are intended to serve the particular needs of the generalist, the administrator, the teacher or the researcher in adult education. In an examination of the education needs of agricultural extension workers, Price (1960:14-19) specifies seventeen areas of knowledge and skills required by the rural adult educator which are of interest in that they stem jointly from a basic technical education, from the social sciences and from the humanities.

A study of particular interest is that of White (1956:155-162) who, examining the interests in training of leaders of diverse adult education programs, concluded that adult education leaders, *irrespective of the agencies from which they are drawn*, share a common interest in these nine topics:

> Gaining a better understanding of the basic needs which cause adults to participate in educational programs.
>
> Gaining a clearer insight into the changing interests of adults in vocations, religion, family, leisure time activities, health, and other areas of life.
>
> Increasing the ability to apply psychological principles to the selection of objectives.
>
> Acquisition of techniques for relating agency program more closely to the needs and interests of adults.
>
> Acquisition of techniques for relating agency program more closely to the general needs of the community.
>
> Becoming more skillful in recognizing the community needs and resources that are important to adult education programs.

> Developing a better understanding of the kinds of educational methods most suitable for mature people.
>
> Developing a better understanding of the kinds of educational materials most suitable for mature people.
>
> Becoming more familiar with procedures for "keeping up" with new developments and materials for adult education programs.

These, it will be noted, are readily subsumed in three subject areas: adult psychology, adult education methodology, the sociology of adulthood. But especially significant and relevant is White's central conclusion: *that even among adult educators in diverse fields, there is a common core of training interests.*

> The presence of a common core of training interests among adult education leaders is of chief significance to the person who is concerned with the development of a leadership training program. The finding makes it clear that no agency has a monopoly on interests in many topics. The implication is that topical interests form a better basis for grouping than agency affiliation. A more homogeneous learning situation may be created by grouping the leaders according to their topical interests than by their agency affiliation. (White, 1956)

This specification of a relatively small core of common interests serves as a caution against the proliferation of training content. Coincidentally, it supports the perception of adult education as a unique and developable field of study in which

> . . . however much provision, structure and content may differ from each other on the surface, the underlying staff functions and activities cut across these apparent differences. (Elsdon, 1975:93)

One of very few examinations of training needs of adult education field workers in Western Canada undertakes a determination of content in adult education training through an analysis of the job demands made on workers in the field. Eleven job elements of the field worker were studied in terms of the demand which each placed on the worker's understanding first, of a basic *subject field* and second, of an understanding of *adult education processes.* The matters on which field workers spend the bulk of their time, it was concluded, are those which draw heavily on their grasp of the areas of the psychology of adult learning, human relations, communications and community organization. *Capability in these core elements of adult education was demonstrated to be no less important to the field worker than was expertise in a subject field.* (Stensland, circa 1960:17-20)

Reference has been made above to the desirability of specialization within the framework of training for adult education, a subject on which there is some speculation in the literature. Copeland (1973:57) argues that as adult education becomes large and complex, specialization may become essential and the conventional model of the adult educator as administrator-planner inappropriate. Moreover, the specialization by function of the practitioner may offer greater efficiency than specialization by subject as is today typical. Five such functions, administration, teaching, program development, research-evaluation, and counselling are identified. In vivid contrast, the specialization of the European adult education trainee is reported to take a quite different character: orientation towards a conventional adult education mode; orientation to the group-dynamics, personal growth and psychological therapy mode; orientation to the neo-marxist view that only structural changes in modern mass society can liberate man; and orientation towards the conventional marxist view in which the accent is on the organization of powerless people rather than on education *per se*! (Roessingh, 1973:60)

What is clearly evident in the literature, in its exploration of curriculum in programs of training for adult education, is that training is not the acquisition of a bag of tricks nor a composite of myths or practical know-how or tabus. None of these equates to professional knowledge. Training is conceived as more than the successive accretion of skills through courses. It is, rather, the process of deepening a knowledge, grounded in theory, connected to and illumined by experience. Its purpose, in short, is to assist adult educators,

> . . . to solve their problems by achieving their own synthesis of experience illuminated by previous and newly acquired knowledge expressed in action-in-relationships. (Elsdon, 1975:116)

Thus, the understanding to be acquired by the student of adult education requires more than access to a *mèlange* of more or less relevant extracts from the disciplines of psychology, sociology and philosophy (even though such courses might bear the suffix "of adult education"). On the contrary, the end of training is to enable the adult educator to knit together in a unity of his own devising those insights, skills and methods from these and other subjects which are unequivocally relevant to adult education Secure in his grasp of these, he is equipped then to examine his own and others' experience of adult education and contribute to its growth both in theory and practice.

There is thus considerable agreement on what curriculum ought to comprise in a training program for adult education. But as the previous chapter makes clear, there are a variety of levels of leadership in adult education ranging from those with senior responsibilities in the field to the multitude who instruct or function as volunteer helpers. Though all who comprise the pyramid of adult education personnel will draw on the same body of content, each will wish to draw on that which is most appropriate to the character and level of his functioning. Syllabus aside, the reality is that the effectiveness of training will ultimately be determined in the interaction between trainer and trainee. Because the trainee is an adult with an experience of life and deeply-felt needs, his input into the syllabus he is invited to complete requires to be sought.

Nor will it be overlooked that the content or method of training aside, the physiological, intellectual, spiritual and moral attributes of the trainee himself will affect the success he achieves in practice. Ideally, the training program ought to aim beyond raising the level of his understanding and skill as an adult educator, to his growth as a person.

Observation of the field and this review of the literature lends support to a model of curriculum in training for adult education such as that which follows. The model proposes six constituent elements, each briefly characterized.

## The Adult Learner: The Psychological Context

The implications for adult program and method of adult differences in abilities, attitudes, interests, skills, social roles, preferred learning modes.

The implications for adult program and method of the adult's disposition or set; of his feelings linked to past experience; of his knowledge accumulated from the past.

Characteristics of the adult learning situation: the adult's sense of parity with his teacher; his sense of autonomy, activity and passivity; the consequences of adult learning; problem-centering as a focus of adult learning; adult judgements of meaningful learning; resistance to learning; adult capacity for generalization and the application of learning; self-directed learning.

The significance for adult education program of the adult's awareness of time and the effect of this on his perspective, his orientation, his motivation.

The nature of communication: its principles in speaking, writing, reading, listening, discussing, demonstrating, examining.

Physiological characteristics of aging; the effect of aging on the ability to learn and on motivation to learning.

## The Adult Learner: The Sociological Context

The implications of particular social factors on adult education program and method, e.g. age, sex, occupation, religion, culture, behaviour patterns, etc.

Group behaviour as it affects adult education method.

The impact of social change on the adult's motivation to learning and on adult education practice, e.g. changes in traditions, in values, in mobility, in laws, in technology, in politics, in economics.

The effect on adult education practice in an area, of population size, composition, distribution and the physical environment.

The nature of leadership; various leadership roles; the development of leadership.

The effect of mass communication on informal adult learning and its implications for organized adult education.

## Adult Education: The Philosophical-Historical Context

The relationship to adult learning of the political or ethical or moral or religious or historical views or values of both the adult educator and his student.

The precise meaning of and implication for adult education program and method of such terms as "teaching", "learning", "needs", "individual autonomy", "democracy", "relevance", "practical", and "theoretical".

The significance of alternate teacher roles in adult education: the teacher as discussant, or visible authority, or consultant, or coordinator, or facilitator, or adviser.

The rationale for the investment of public or private resources in the education or training of adults.

The implications for teacher and student and for program and method of adult education directed towards "remedial" or "developmental" or "socializing" or "adjusting" goals.

The application of history – i.e. previous experience in adult education – and of historical method to current adult education problems and ideas.

## Adult Education: Methods and Resources

The various processes of adult education: discussion groups, case studies, role playing, individual or group discovery, demonstrations, simulation exercises, action research, report writing, lectures.

Executing the adult education program: determining goals, program planning, syllabus design, involving the student and interested others, identifying and utilizing supporting resources, advertising, promotion, evaluation.

Identifying the adult clientele to be served and determining its educational needs.

The counselling of students: principles and effective techniques.

Identifying learning resources, recognizing their possibilities and their effective use: experts and authorities, radio, newspaper, television, films, slides, records, charts, diagrams, chalkboards, etc.

Research in adult education: techniques of research; applying research results; facilitating learner-teacher development of new data.

## Adult Education Systems: Organization and Administration

The historical development of adult education, its present structure, relationships among the adult educational components in the community, its place in the whole network of education.

Alternative provincial or regional methods of organization for the provision of adult education.

The statutory framework within which adult education functions.

Economic, political and social factors as elements in the long-run determination of adult education program.

The effect on the administration of adult education of personal differences in perceptions of the task, of the roles and goals of other adult education agencies, of the parent body in which adult education is a subsidiary thrust.

Decision-making processes in adult education administration: sharing decision making, collecting data and seeking alternatives, determining goals, planning the nature and quality of the learning experience, finance and facilities, selection, use and development of personnel, shaping community relations.

### Adult Education: Provision to a Particular Clientele/Environment

The provision of adult education to disadvantaged ethnic groups, or to learners in specific institutional settings such as prisons, hospitals, sanitaria, or to the disabled, or the elderly, or to those scattered in the hinterland, or within the framework of the "community education" concept, or as a function of a church or of a social organization.

Together, these six elements have an internal logic and coherence. Thus, an understanding of the psychological and sociological conditions of adult life permits an elaboration of a philosophical basis of adult education incorporating its aims, values and concepts. It is in terms of such a base that adult education program is developed and both methodology and resources applied to it. This application of methodology and resources by adult education systems creates characteristic organizational, developmental and administrative problems which invite solution. Modified in detail but not in principle, this framework lends itself to adaptation to a particular clientele or environment.

Examples of how these elements have been reconstituted and integrated for presentation is represented below in sample course descriptions from a variety of institutions:

**Adult Learning.** A course to acquaint students with physiological, psychological and sociological factors affecting adult learning and to help them utilize knowledge of these factors in the design of learning opportunities. (Florida State University)

**Adult Education from a Life-Span Perspective.** Implication of psychological, sociological and biological changes over the life span for adult education; examination of research and theory in adult education literature. (University of Wisconsin)

**Group Methods in Adult Education.** The theory and practice of small groups in adult education; group processes, leadership styles, and educational conditions that promote adult learning; group development, teamwork, and roles and responsibilities in group educational activities; group discussion as a particularly useful adult educational technique in a democratic society. (Indiana University)

**The Sociology of Adult Education.** An introduction to methods of social inquiry. The provenance, motivation and role of adult students. The adult education component in community development. (University of London)

**The Behaviour of Groups.** The aim of this course is to explore the contribution that theories of group behaviour can make to the organization and practice of adult education. The first part of the course involves a study of process and structure in a variety of groups, with special attention to those factors which impede, facilitate and shape the contributions of their members.

The second part is concerned with the implications of group theory for adult teaching and learning. The nature and rationale of "activity-discovery" methods and the techniques of various group-teaching approaches will be examined and at times observed and experienced. In addition to readings and study materials we shall utilize relevant experiences of course members outside and within the learning group. (Leeds University)

**Adult Education.** This course is designed to provide a general overview and understanding of adult education as it has existed in the past and developed to the present time. This course is organized with the following units: definitions, history, institutions and program areas, participation, graduate studies, program planning, and comparative adult education. (University of Chicago)

**Outline of Adult Education.** Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations. (Ontario Institute for Studies in Education)

**Analysis and Development of an Adult Education Philosophy.** An examination of current educational philosophies with an emphasis on each student developing an adult education philosophy. (University of Wisconsin)

**Designing and Improving the Adult Education Program.** The central purpose of this course is to help students develop a clear working concept of the fundamental series of steps that must be taken in order to design or improve an educational program for adults. To facilitate this understanding, each step of the process is examined carefully. Further understanding is developed by giving individuals and groups of students an opportunity to discuss and work out solutions to problems they encounter or have encountered in their adult educational activities. (University of Chicago)

**Methods of Adult Education.** A method involves an aim, an agent and a subject (i.e. the person or thing subjected to the method), and is likely to vary in accordance with variations in any of these. In adult education, both agent and subject are adult persons; hence, this section of the course will have strong connections with what has been dealt with in earlier sections, Themes 1 and 3 having raised the question of aims, Themes 2 and 4 those of the nature of human beings in groups and in learning situations. (Leeds University)

**Administration of Extension Programs.** The course is designed to develop a better understanding of the principles of administration, especially as they relate to extension and non-formal educational programs. Consideration of the principles which apply to all organizations is a major part of the course with emphasis on the importance of the human element. (University of Guelph)

**Teaching and Learning Aids.** This course is concerned primarily with the use and techniques of a wide range of teaching and learning aids. We will be surveying first the variety of different aids and of the learning situations which they serve in classes, in the community and with individuals. We will then analyze the necessary techniques practised in their management, and the evaluation of such aids after use. (Manchester University)

**Planning Educational Programs for Older Persons.** A course which provides a systematic introduction to educational programs relevant to the field of aging. It examines programs designed to upgrade the professional competencies of personnel working in the field of aging, and educational programs developed with, or for, the aging population itself through a variety of educational and social service agency contexts. (Florida State University)

One would concede, of course, that the relationship between a course description and what, in fact, takes place may not necessarily be close.

*From this review of the literature of adult education, from an examination of the problems faced by its practitioners, and from observation of contemporary training programs, a model of curriculum for training in adult education comprising six major elements can be framed.*

*The model reflects certain criteria which are recurrent themes in the discussion of curricula. Stated briefly, they are these: despite the obvious diversity in the kinds of organizations providing adult education, there is common interest in a limited number of subject areas; that the proliferation of courses in a program of training ought to be avoided; that curriculum needs to be related to experiences derived from field practice and thus ought to incorporate the judgement of the trainee; that the training experience ought to aim not only at the acquisition of skills and the development of an understanding of the field based on theory, but beyond those to the personal growth of the trainee.*

## Methodology

Inevitably, curriculum and the methodology of its presentation are inextricably mixed. What is certain is that training for adult education ought to be a demonstration of adult education at its best, a view which has clear implications for both trainee and trainer. At a minimum, implicit in "adult education at its best" is recognition of these fundamentals:

Adults learn best in adult ways.

Adults, in the phrase of Johnstone and Rivera (1965) in their massive study of the educational pursuits of American adults generally, are *volunteers for learning*.

> Adults involve themselves in adult education mostly for subject knowledge and skill. They may learn best in social groupings which have an educational function in their own right.
>
> The education of adults involves learning in the context of accumulated experience, skill, knowledge, opinions, and prejudices. It is on these that learning is built.
>
> Adults undertake learning in mixed groups. Each of these tends to differ more internally than do groups of children or youth.
>
> The education of adults is concerned with helping mature people to change, to accept new knowledge differing from what was known before, to adopt new attitudes and to cope with new situations.
>
> Adults are not infrequently resistant to change. One recognizes that new learning for them may engender more discomfort than it does to the young.

In recognition of these fundamentals, training is best conceived less in terms of formally-constructed courses and more as "students studying and working together in a collective enterprise".

> It should employ within itself all the methods appropriate to adult learning—not as demonstrations merely, but because its own students are adult and these methods are appropriate to them.
>
> Above all, it should be planned and controlled by a small and highly coherent group of experienced adult teachers, working as a team to shape and to evaluate the core elements of the curriculum within a framework of coherence and continuity. (Essert, 1960:134)

Like views are integrated in a "theory of instruction" for training in adult education developed by Elsdon (1975:57-92). It is proposed to examine that model in detail but these major conditions of success in a program of training can be postulated:

The up-to-date competence of program staff in the field of adult education.

The degree to which instructional methods employed give the students an experience of good practice.

The degree to which the trainee's experience is linked to classroom instruction.

The integration of theory and practice through linkage with adult education operations in the field.

The use in the instructional setting of methods appropriate to adult learning in the field.

Adequate course preparation by both trainer and trainee.

A high degree of involvement by trainees and their full understanding of what is being aimed at and why.

*The form and purpose of training adult educators ought certainly to be at least as effective as the form and purpose employed in the provision of adult education to adults generally. Training for adult education ought to demonstrate, indeed to epitomize, the principles inherent in adult education. Emphatically, it ought not merely to duplicate weary, conventional formats of instruction remote from field practice.*

**The Institutional Placement of Training Responsibility**

From what institutional and other sources training in adult education might be offered will depend on the constituency to be served. The assignment of responsibility for training will be influenced by a number of practical considerations. Should its development be conceived essentially on a unitary basis for the whole of the region or province, as is frequently the case, for example, in teacher training? At what points across the region or province ought training to be offered? Who are the potential trainees and how many are they? How are they distributed? What supporting resources, such as staff and library materials, are available and where are they situated?

Though a few individual adult education agencies make limited provision for training to their own staff members, no systematic program of training is available generally to adult educators in Alberta, although the University of Alberta lists several courses under that heading.*

Given that adult education is an emerging field of study depending heavily on the social sciences and research in them, noting that the principal stocks of library materials in Alberta are housed in its universities, principally the University of Alberta and the University of Calgary, and noting that the bulk of community college libraries have scarcely had time to mature, one reasonably concludes that the universities are the institutions which ought to have the primary responsibility for implementing a program of training for adult education in Alberta. This caveat is entered:

> . . . universities as public education institutions have responsibility for initiating cooperative planning rather than simply meeting the needs of requesting groups. Universities do not fulfill their responsibility to communities in their regions by making their facilities available only to government departments or to firms which can finance costly training programs. Very often these same programs, with slight modifications, could have much wider applicability. (Stensland, circa 1960:28)

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*There is in being at that University an M.A. Program in Community Development. The argument is sometimes made that the line separating community development as a field of study and that of adult education is fine and that the differences between them are more apparent than real, the clear implication of which is that the Program might be an appropriate channel for training for adult education. The more plausible argument, on the other hand, is that the two functions, adult education and community development, while related, are not at all identical in their central thrust and that preparation for each is best made in different ways.

The point is worth emphasizing: that universities ought not merely to skim off the cream of the body of clientele requiring training, but rather should actively encourage the creation of that format through which can be served *all* of those requiring training by a variety of agencies. Similarly, in the United Kingdom the conviction is strong that training for adult education "should form a significant part of a University's contribution to the education of adults" and acknowledgement made that the lack of training could well be a limiting factor on the development of adult education on a national scale. (Bristol, 1968-1969: 19-20) In Canada and the USA too, the principal responsibility in training for adult education is that of the universities, although in the latter the cooperative extension movement has a long tradition of in-service training.* (Verner, 1970:45-46)

However, the literature reveals clear differences of opinion as to where, in the university structure, the adult education training function should be sited. The essence of the debate is this. On the one hand it is claimed that the school of education of the university is the obvious place to base a training program in adult education, since it is in the centre of the institution's responsibility in education regardless of level. The argument on the other hand is that the basic direction of schools of education is tied to the education of children, that the education of adults is an area of study incompatible with the sense of direction of the former, and that adult education's roots in the social sciences require that its working relationships be direct with those departments.

Kreitlow (1965:9) of the University of Wisconsin, for example, argues that

> Basic research in education is as meaningful for the adult educator as for the kindergarten teacher. Although the bulk of it derives from captive audiences, applied research

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*There are useful comparisons to be made between the training offered by universities and that offered by other agencies. In the main, the efforts of the latter are frequently highly specific, restricted and sporadic. (See Appendix 4) A recent study by Kozoll (1972) provides a useful analysis of three integral aspects of good *in-service* training, assesses the ingredients requisite to the effective program and offers practical guidance in the development of in-service training.

> could provide the adult educator with many promising ideas and bases for conclusions, if results were available to him.

But, he concedes, research in adult education is *not* usually integrated with that in education generally, nor does it reach the adult educator. Elsewhere he makes this plea:

> How can we broaden the understanding of the potentialities of the profession with the right hand and place it in a strait jacket within its own subject matter discipline with the other? Would not a sounder approach be to provide a strong core of adult education professional courses in its logical place in the university, the school of education? With a strong core provided in the school of education or jointly between the school of education and other departments, real breadth of understanding can be developed. (*ibid*.: 17-18)

Essert (1960:133-134) of Columbia University argues that while adult concerns should be studied in their own terms, it is necessary that the study remain within the context of education as a whole but with this proviso: there must be "clear recognition that the image and task of the adult educator . . . not be confused with those of the teachers engaged in 'school education' of children and youth".

> The weight of recent scholarship and theory, however, supports the contention that the educational process among adults is a distinctive operation: not an upper layer upon a series of graded levels of schooling, but a separate enterprise closely interwoven with the normal social responsibilities and individual life tasks of the grown-up American. Courses in development, guidance, curriculum, teaching, social and psychological foundations and related aspects of education theory, as now taught, emphasize the orientation to elementary, secondary, and collegiate instruction. A distinct orientation to adult learning, suitable to a graduate professional school, requires that the data of the social, psychological, and normative sciences be selected and handled in a different way. (*ibid*.)

Dickerman (1956:13-14) of the University of Michigan considers another aspect of the matter:

> [Adult education] courses are usually concentrated in schools of education. Yet we believe they are useful to students in some of the other professional schools on the campus and to persons employed in these other professions. Are such courses less accessible to students and employed persons of other professions because the courses are offered by the professional school of a single profession, namely, the school of education? Might they be more accessible, psychologically and physically, if they were offered by some central agency? For example, a committee for graduate work in applied social sciences?

At the University of California, Berkeley, London (1956: 18-20) takes the position that education for educators of adults should be cast in an interdisciplinary pattern and scores the tendency towards the proliferation of courses:

> It would be a tragic mistake to proliferate requirements in education, as well as courses in adult education, as is the usual pattern, at the expense of being able to advise students to strengthen their backgrounds by taking additional work in other departments of the university, particularly in the social sciences. This comment implies the task of systematically outlining the various disciplines and subject matter areas which impinge upon the work of an adult educator, and to supply those perspectives through work in various departments of the university that will develop understanding of the nature of man and society and of the crucial role of adult education in a democratic mass, industrial society.

Finally, of a group of internationally known and thoroughly experienced leaders in adult education, Kaplan (1956:16-17) of UCLA observes of the field of adult education that it is extremely broad and dependent upon many disciplines and areas of research, that the career fields for which it trains are diverse, and that many of the administrative positions in adult education held require the acceptance of responsibility for an extraordinarily broad range of subjects and interests. For these reasons among others, he concludes that the adult educator must be broadly educated. He is required to be a generalist *par excellence*, a preparation for which requires a

> . . . broad, liberal preprofessional training. In view of the fact that most professional programs in adult education follow the traditional school of education pattern and require considerable undergraduate and predoctoral work in education, the possibility of securing a broad background is limited.

The opinion of these expert witnesses as to the most advantageous positioning of training for adult education within the institution aside, what practice is typically followed? Almost exclusively, university programs of training for adult education in the United Kingdom are lodged in or directly connected with the department responsible for *providing* adult education. In North America, on the other hand, they are almost invariably located within the school of education on the university campus. While this placement can be defended on the grounds of logic, Houle (1964:81) argues that it imposes real hardship on the student of adult education to be obliged to take courses which have little or no connection with his interests. What is more serious, he may find that required courses are taught as though the subjects had application only to children in the school. Moreover, since the great bulk of students within the faculty are concerned with the education of children, the minority concerned with the education of adults is likely to be ignored.

Decisions taken currently by the University of Alberta relative to its M.A. Program in Community Development are of especial relevance since that field is closely connected to adult education. (Committee to Review the M.A. Program in Community Development, 1974) The recommendations of the Committee's Report note the emergent nature of community development as a discipline and recognize its strong intellectual links with other disciplines of the social sciences. It specifically recommends the creation of a department of community development with a core staff of full-time persons, large enough to satisfy the needs of the program, who would have particular responsibilities for research in that field. Of the alternatives open in its placement within the University (which include attachment to the University's Faculty of Education, merger with the Faculty of Extension, or connection to the Department of Rural Economy), the reporting committee opted for its placement within a newly created Faculty of Applied Social Sciences, a recommendation since confirmed by the University.

*Clearly, wherever training for adult education is centred in the institution, it ought to focus on the* **student** *of adult education and his special concerns. From that location, the training program ought to be in close contact with the social science departments on whose resources much of adult education is based. Further, it ought to be so placed as to be in close touch with certain schools and faculties with which its trainees will have a particular relationship relating to practice such as agriculture, household economics, education, library science, recreation administration and community development. Above all, it needs to be in the closest contact with those elements of the institution which are* **providing** *adult education. What is to be avoided is the situation described by Vermilye (1975:ix) in which ". . . concern for the learner gradually changes to concern for the process, which, in turn, changes to a preoccupation with the institution and those who conduct its activities."*

## Organization

Some of the hazards and potential difficulties which have inhibited the development of training for adult education have been identified above.

Adult education is an ill-defined field of practice. The identity of those for whom training might be desirable is not always obvious. There remains in some quarters a reluctance, diminishing it is true, to accept that training is necessary, a view which stems out of a conception of adult education as a volunteer movement which ought not to be sullied by professional competence. The body of knowledge which comprises adult learning, while it is developing, is not yet fully rounded. There is an insufficiency of research in adult education; and there is a lack of relevant data the life of which, in any event, is very short. (Simpson, 1970)

A problem difficult of solution is that identified in a Western Canadian study. Senior workers in the field, those in charge of their organizations, lack a sustaining philosophy undergirding their field of practice. Indeed, the organizations which they lead, rather than having developed logically and purposefully, "just grew". The concern expressed is that the leadership group in adult education, that relatively small number who set the course of adult education enterprises in which the bulk of part-time workers are involved, tend to have a functional rather than a philosophical concept of continuing education. Yet it is this small group, the leaders, which more than any other has the potential dramatically to improve the overall quality of the adult education system through the analysis of the important goals in adult education, through the careful orientation of their staffs, part-time and full-time, in a philosophy of adult education, through establishing training policies and through making provision for in-service training. Equally, it has the capacity to stultify such development. The field staff, however, are reported as alert to the potential contribution of the study of adult education in their work to a much greater degree than their administrative superiors. (Stensland, circa 1960:8)

An ostensible difficulty is the diversity of the student body in terms of the organization type from which they may be drawn, the degree of intensity of their involvement in adult education provision, the extent of their preservice education and the particular function that they perform. But as White's 1956 analysis suggests, the problem of adequately meeting the training interests of a heterogeneous group of adult educators may be more apparent than real.

Related to this heterogeneity of adult education organizations and a factor of considerable practical significance in considering a strategy for leadership development in adult education is the characteristic weakness of the regional organization of adult education. Griffith (1970:179-180) comments on this, as does Hallenback (1972:7) who asserts that

> Over more than a quarter of a century many experiments have been made on various levels, in many kinds of communities, to develop cooperation and the coordination of adult education activities. The all but complete failure of these experiments testifies to the great difficulties which are involved. The few organizations which have persisted over a period of years have done so as a result of very special circumstances, and/or limited and specialized activities.

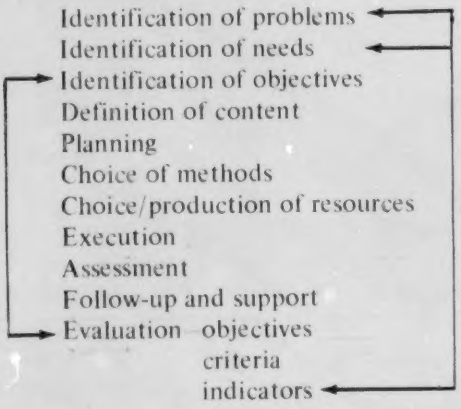
A potential difficulty of another kind lies in the criticism made of the university, in part by adult learners themselves, that its dedication is to institutional system and organization rather than to the real needs of the learner. Baldly expressed, the complaint is

> . . . that more attention has been given to the form than to the spirit of learning; that knowledge has been neatly departmentalized, with insufficient integration of ideas to permit them to grow in meaning through association . . . that learning has been equated through numbers of courses, years of attendance, and meticulous measurement of progress through rigid grading procedures and that attempts at reforming these conditions have not been carefully conceived but have merely involved the abolition of requirements or the development of such reverse images of customary instruction as survey courses which are broad but not deep, touching on everything but thorough in nothing. (Commission on Non-Traditional Study, 1974:2-3)

The concern is widespread: that institutions have drifted from serving learners to serving the people who work for the institutions and run them and do not meet learning needs as much as they choose students who meet their own needs.

This catalogue of problems is formidable enough but none is insurmountable. Indeed, it is not too much to expect that the institution of training for adult education and broad participation in it might ameliorate some of them.

As to the structure employed to implement it, clearly no single organizational format can be expected to apply in all circumstances. Nonetheless, a program of training is likely to be more effective if it is planned systematically and if its execution follows planning in logical order. Such a model is proposed by Elsdon (1975:117-147). In it, as will be noted, the identification of problems and of needs in training which preface a consideration of training objectives are expressly and appropriately tied to the evaulation of training.


Identification of problems
Identification of needs
Identification of objectives
Definition of content
Planning
Choice of methods
Choice/production of resources
Execution
Assessment
Follow-up and support
Evaluation
objectives
criteria
indicators

It is through such evaluation that the objectives of training are revised.*

A Council of Europe Report (Council for Cultural Cooperation, 1966:72-73) offers suggestions for the organization and development of training along lines which may have relevance particularly in certain of the Canadian provinces. It proposes a *system* approach to training through the recognition of a limited number of bases for extended study and the offering of basic courses to both full-time and part-time workers. Those points at which training were to be offered would function as "centres", as facilities for in-service study and research and as a venue in

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*See George F. Aker, *Criteria for Evaluating Graduate Study in Adult Education*. Findings of a study conducted for the Commission of Professors of Adult Education (Chicago: The University of Chicago, Center for Continuing Education, 1963).

which adult educators would read, study, experiment or gain advice. The regional promotion of in-service training could well be based on planned cooperation with adult education extension divisions and school systems, a cooperation which would imply the provision of meeting places, joint action to identify potential trainers and trainees, and the provision of training materials. Because of the sheer problem of numbers, the major adult education agencies would be encouraged to accept the primary responsibility for training and orientation of their own part-time adult education staff, with the offer of adequate financial support and access to the resources of the principal training centres. (The development of such a systematic provision for formal training, however, ought not to reduce the significance of incidental, informal training such as consultation between the more and the less experienced adult educators, staff meetings and conferences.) The essence of the proposal is this: that a program of training for adult education might best be *conceived as a system rather than as a mélange of unrelated efforts.*

Verner (1974) and others have referred to the dearth of the requisite trainers. In the development of such a system of training, some emergency means would need to be devised for overcoming the extreme shortage of full-time staff who have achieved a broad knowledge of adult education principles and practice and a capacity to direct training.* It may be necessary to create an initial momentum to training from the relative inertia existing in many organizations at the moment, perhaps through the temporary release of selected adult education personnel and inducement to them to undertake professional training in preparation for a training role. Adult education surely, must aim at a state in which it will be no less well endowed, in terms of training, then is education for children.

In the United Kingdom, virtually all of those undertaking training in adult education at a professional level will have had

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*In fact, it is a reasonable speculation that, given the recent growth in the number of organizations and their personnel involved in adult education, the *proportion* of persons trained in adult education has shrunk.

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considerable experience in adult education. There is agreement that systematic visitation and observation of adult classes by the trainee and the broadening of his orientation to the adult education setting is important. Classroom instruction in adult education and supervised field practice are integrated and thus the provision for an "internship" to enable the student to gain practical experience is not a general practice. In North America, on the other hand, it is an almost invariable feature of training. Such reviews of the internship as have been undertaken in the literature suggest some ambivalence about its usefulness as a training device. (McMahon, 1964:47-50 and Kendall, 1965:244-245) There is, however, clear consensus that in whatever the ways, theories of adult education developed in the classroom ought to be related to field practice.

> The course should avoid an abstract approach to adult education. It should be clearly related to the actual work situation in adult education, and so far as possible integrated with that work. This means that it might well be organized on the sandwich principle, although the best construction for the sandwich will be a matter for experiment and evaluation. (Ruddock, 1970:157-160)

A consideration in the organization of a training program for adult education, which will be obvious to the experienced adult educator, is the need to plan it in the closest consultation with field practitioners. The point is aptly made that

> there are two kinds of people needed in the development of any new field: the creative pioneers, who learn on the basis of service and experience; and the professionals who are able to profit from the experience of the creative pioneer. . . .
>
> What do we do in building a profession? We begin by examining the work of the creative pioneer. We see what it is that he has learned. Then we build these experiences into a system and transmit them. The idea that the practical man is pitted against the professional is false. The professional man has to examine the work of the creative pioneer in order to find out what to do. (Houle, 1957:31)

In short,

> . . . when employees are allowed to participate in the determination of training needs . . . the chances of a training program's acceptance are greatly increased. (Jackson and Mackinney, 1959:60-61)

Finally, as to the general procedures which ought to guide the conduct of the program, these below reflect the general consensus:

> In its own methods the course should reflect the best practice in adult education.
>
> The stress should be on individual learning and self-programming.
>
> It should be closely linked to live situations in adult education and positively planned to benefit from such links.
>
> It should recognize that the development of the student is the central value in education.
>
> The radical, questioning critique of adult education should characterize the course. (Ruddock, 1970:158)

The controlling factor in the development of a training program for adult education, as has been noted, is the availability of fully professional adult education staff. Their expertise, acquired through some combination of both training in the field and experience, is fundamental to the training structure. Specifically,

> . . . the direction, relationships and shaping [for training] must be anchored to people who have up-to-date expertise of the discipline and field *for which training is designed*. . .

a view confirmed in the evaluation of an experiment in training for adult education in Nebraska supported by the Kellogg Foundation. (Worcester, 1967:1-33)

The second important resource is that of library materials. In Alberta, apart from the university libraries in Edmonton and Calgary and that of the library of the Extension Service of the Department of Agriculture, books and related learning materials in adult education are virtually non-existent. The largest stocks would appear to be those of the Library of the University of Alberta (including the Adult Student Centre of the Faculty of Extension) and of the University of Calgary. In addition, the Faculty of Extension of the University of Alberta has a modest collection of useful audio-visual materials and, what is as important, the facilities and staff to enable the preparation of learning materials. Clearly, the book stocks in these institutions, if they are expected to support a training program, would require to be expanded.* (A special problem, it is noted, is that much of the important documentary material in adult education is fugitive in nature.) Any plan to develop training in the province should make provision for the sharing of book resources and relevant materials with adult education agencies with adult educators across the province, perhaps through the agency of the Extension Library service.

Finally, in this review of considerations affecting the organization of training in adult education, this caution deserves attention.

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*There appear to be no fully formulated and generally accepted standards for either the optimum size or development of a library of adult education materials. In adult education *per se* in the USA in 1970 some 150 books were in print; by 1973 the number approximated 200. In Canada at the same time, 20 titles were in print and in the U.K. some 50. It is estimated that perhaps 100 new monographs per year will take care of English language publishing in the field. Journal titles are proliferating: 67 titles were listed in 1973 and 86 in 1975. An evaluation of present stock might be undertaken against G. T. Aker (ed.), *Adult education procedures, methods and techniques: a classified and annotated bibliography* (Syracuse University Press, 1965). Finally, it is estimated that $5000 per annum should adequately cover the needs of the adult education field over and above those of ancillary subjects. Source: Letter to the author from Dr. M. Henderson, Dean, Faculty of Library Science, University of Alberta, June 9, 1976.

> Essential elements in structure are thus the availability of expertise, adequate training of trainers, effective organization, preparation of field support and supervision—and the building up of demand. Nor should these resources be spread thinly in an attempt to reach as many of those who require them as quickly as possible. . . . If resources are diluted to excess there comes a point when they are wasted and their effect may even become harmful. To strike a right initial balance between sloth and excessive haste may not be easy, but the degree of success in doing it may affect the results for many years to come. (Elsdon, 1975:162)

*As has been shown, a strategy to expand the volume of research into adult education in Canada and to improve its quality demands attention. Pressing equally for formulation is a strategy to broaden the competence of its many practitioners through training.*

*Predictably, certain difficulties stand in the way of initiating a training program as one of the strategies for developing leadership in adult education. In the main, they flow out of the ostensible heterogeneity of adult education agencies. Perhaps the most directly significant is the indifferent attitude towards training of some of present leadership in adult education.*

*Both in the interests of economy and in the interests of service to all levels of leadership in the constituency, training for adult education is more appropriately seen as an integrated provincial system rather than as a diffuse series of sporadic efforts. However organized, training must be tied to field practice under the direction of professionally prepared, experienced, adult educators supported by an adequate stock of widely-available learning materials.*

*Finally, if coordination in program is to be effected in the field in the interests of adult learners, if the concept of career is to be developed, and if mechanisms for sharing resources are to be devised, additional effort ought to be made to knit adult education organizations more closely together.*

*It is in the solution of problems in these three areas that the advancement of adult education as a field of study and as a field of practice lies. All are important; but it is training which holds the key which will open doors to the resolution of the other two issues.*

# 4. PRACTICES IN LEADERSHIP DEVELOPMENT IN ADULT EDUCATION

The key to the solution of major problems in adult education development in Canada is that of training. It will be useful here to examine in general terms approaches to training conducted in Britain and Europe, the USA and Canada. In this chapter, it is intended to outline the framework of judgement and opinion within which each has been developed and to point to particular practices observed to apply in each.

## BRITAIN AND EUROPE

### The Training Framework

Fundamental changes of the last quarter century in all of education have relevance to the education of adults—and to preparation for that task. Most obvious has been a movement from an educational service provided to an elite to a mass system of education with its obvious consequences in cost and organization. The shape of education is increasingly moulded by its consumers. Increasingly, educational policies are subject to the ordinary political processes and the pressures of interest groups. Linked with these is the search for economies, of which the Open University represents an illustration. One theme in particular currently obsesses international educationists: adult education as a new kind of citizenship right. A Report of the Organization for Economic Cooperation and Development (1975), for example, calls for a commitment to adult education by the state, backed by a fund to which both government and business will contribute, the extension of drawing rights to citizens for educational leave on a paid basis, and enhanced flexibility in the award of credentials for part-time learning. Such developments have obvious implications for the level of competence of those charged with responsibility for the adult education function.

Illustrative of current interest in the training of adult educators is a Scottish Report which judges the main obstacle to the extension of adult education as a discrete field of study, to be a shortage of full-time staff.

> There is now convincing evidence that what motivates adults to study and the processes by which they learn are sufficiently different from the motivation and learning of children to justify special training for those who will be concerned either as teachers or as organisers with the education of adults. (Committee of Inquiry, 1975:80-85)

The Report recommends that all seeking a career in adult education, whether as organizers or as teachers, should undertake a preliminary course of training and that the existing diploma programs in adult education at the universities be expanded as a first and urgent priority. To this is added the judgement that *the underlying problem is that of an attractive career structure in adult education* with opportunities for movement within the wider community service coupled to attractive pay scales. An Irish Report recommends parallel expansion in programs of training for adult educators. (Committee Appointed by the Minister of Education, 1973)

In no European country more than Yugoslavia has adult education been so vigorously harnessed to the restructuring of economic, political and social life. There, adult education permeates the framework of the state, and the training of both part-time and full-time workers in *andragogy*, the theory of adult education, is energetically tackled through the novel "workers' universities". To this effort is coupled research directed to the improvement of a theory of adult education. (Savicevic, 1968:69-75)

Czechoslovakia provides a unique example of the provision of training for adult education in the broadest terms. There, "cultural education work" is defined in a wide spectrum. All with skills and capacities to offer to other adults are conceived as the clientele for training in adult education. Together, they include the full-time members of the education system, ideological and political workers, and volunteers from among the intelligentsia. The character of training offered is reported to be as diverse as the number of institutions providing it. While no evidence is available of its impact on that country's adult education network, one observer suggests that the training thrust in that country is "unique in the history of adult education and deserves to be studied by adult educators in other countries both in its theory and practice". (Kulich, 1968:65-68)

Strong leadership in the training of adult educators is evident in the U.K. in several major reports. A 1966 Report of the Department of Education and Science, though it examines specifically the pool of trainers instructing in Colleges of Further Education, enumerates principles relevant to adult education in general. Its starting point is the assertion that "the rapidly increasing demand for further education makes it essential that the quality of teaching should not only be maintained but improved". (National Advisory Council on the Training and Supply of Teachers, 1966) Though many untrained teachers may appear to perform their duties reasonably well, the Report states, there are many others from whose instruction students do not derive the benefit they have reason to expect.

Another British study, that of the National Institute of Adult Education advances supporting reasons for the expansion of training for adult education—which appear equally valid to Canada: the substantial growth in the number of full-time positions, reflecting general growth of the field; the reality that a very large part of the work must be done by as yet untrained part-time workers; rapid change in the field and escalating expectations of adult education clientele, new techniques, and the shifting social milieu.

In particular, it notes *the relationship of personnel in the field to the development of and coherence in adult education as a field*:

> The satisfactory *development* of adult education will depend increasingly on whether the agencies concerned have clear

> enough objectives to define their recruitment needs and to translate them in practice into specifications of qualities' and qualifications. The *coherence* of adult education as a career field will depend in part on the extent to which agencies of quite different kinds look for staff with similar motives and educational attainments. The degree of coherence will also condition the content and the organisation of training. (National Institute of Adult Education, March 1966:335)

A basic theme of this Report, echoing American findings, is the clearly evident congruency in background and outlook of adult educators working in very different sectors of the field. There is merit, one concludes, in harmonizing the preparation expected of the adult educator across the whole field as a step towards enhancing job mobility among the various sectors of the field and, thus, a sense of career in the minds of adult education personnel.

There is a particular, urgent purpose to be served in the development of training at a professional level for the growing core of full-time workers:

> . . . the quality of adult education depends finally on the performance of each individual teacher in his classroom. For the forseeable future this means in ninety per cent, if not ninety-nine per cent, of classrooms, a part-time teacher. . . . The numbers involved are vast . . . and only a fraction have had any training in teaching at all. . . . It cannot be expected that they will be able to teach without guidance. (Jones, 1966:349)

The guidance necessary to this army of part-time instructors must be forthcoming from present leadership ranks in adult education.

> Indeed, one of the strong reasons for urging the need for more self-conscious professionalism amongst full-time workers, is the responsibility they must assume for setting standards and attitudes among part-time staffs. (*ibid.*)

Universities are acknowledged as the principal agencies for the training of adult educators—with these provisos:

> It is conceivable that the scope of Institutes of Education might be enlarged to include adult education, but if so they would certainly need to draw on the experience of extra-mural departments for the conduct of courses. . . . The alternative which many would in any case prefer, is for the initiative to come from the extra-mural departments as in some cases is already happening. (*ibid.*)

The most recent official consideration of training for adult education in England and Wales is that undertaken by the Russell Report (1973). As do other statements, it recognizes that the organization of adult education is such that a relatively small cadre of full-time staff oversees the deployment of a vastly larger number of part-time staff. It follows that a considerable proportion of the time of the full-time staff ought to be applied to making the contribution of the part-timers as wide-spread and as effective as possible. The growing number of full-time appointees now makes it feasible for agencies to give attention to "hitherto relatively neglected aspects of their work relating to the nature and quality of the teaching and the supervision and development of staff which are fundamental to it". (*ibid.*, 119) Implicit in the Report is the belief "that appropriate training specifically for work in adult education is essential for all full-time and as many as possible of the part-time staff engaged". (*ibid.*, 133) Elsewhere, it recognizes that "full-time staff training is linked with recruitment, status and career development" and that recognition must be given for training undertaken. Like its predecessors, that study emphasizes the necessity of meeting the training needs of part-time instructors. "The value of adult education depends," it states, "for the most part, on the quality of the teaching of part-time tutors. . .". (*ibid.*, 137) Nor are part-time instructors reluctant to accept training:

> Existing courses have disposed of the once frequently expressed assumption that men and women whose only contact with adult students is one, or perhaps two, classes per week will be unable or unwilling to give up time to train for such a marginal activity. . . .There is widespread experience to show that very many part-time tutors regard their work as a serious responsibility and are conscious of the need for help in discharging it, (*ibid.*, 137)

which is an assertion examined in the next chapter. The general tone of the Report with respect to training for adult education is consolidated in its recommendation on the matter:

> The provision of staff of good quality, in sufficient numbers, with the necessary training and wisely and economically deployed is critical to all the developments in adult education which we recommend and should be regarded as the first priority. (*ibid.*, xx)

Indeed, so important are training requirements in adult education that the Report recommends that they be kept under review by the Department of Education and Science itself.

The central views about training for adult education in Britain and Europe are aptly summarized in these proposals emanating from the Council of Europe (Council for Cultural Cooperation, 1966:89-92):

> As a starting point, an estimate should be made of the numbers, in the various categories, of workers in adult education who will be required in the future so that arrangements for their recruitment and training can be planned.
>
> Plans for the recruitment and training of adult educators, while drawing on relevant experience of the past, ought to anticipate existing and probable trends and developments as they may face adult education workers in two or three decades.
>
> There is a need for a larger cadre of full-time workers in adult education.
>
> Adult education should be seen to offer career prospects comparable with other occupations.
>
> The material rewards to the adult educator ought not to be out of line with those in other occupations.
>
> Governments in particular, but also other bodies, should cultivate more general public awareness of the importance

of adult education and the extent of the facilities for it which are available.

Difficulties in the recruitment of men and women to adult education as a vocation should be eased with provision of appropriate career information.

While suitable training is needed for both full-time and part-time workers with incentives suitable to each, and while different forms of training are appropriate to the needs of both, it is advantageous that as much training as possible be undertaken in common.

Opportunities for training in adult education ought to be provided not only to full-time field workers, organizers, teachers and group leaders but also to full-time administrators in government concerned with adult education, and also to those engaged in the newer and scarcely recognized forms of adult education such as television.

More research is needed in the field of the methodology of adult education. Training programs should include some element of comparative adult education and instruction on the use of educational media in the field.

Training programs should be planned in such a way as to promote better communication between those responsible for liberal studies and those responsible for vocational education. That is, the process of the education of the adult needs to be seen as a unity and not as a series of disparate activities.

While universities should accept a responsibility for training in adult education at a certain level, it is anticipated that a variety of other institutions will function in this area as well.

So that the adult educator might meet his obligation to his own continuing education, he should be helped to participate, by whatever the means, in in-service training including sabbatical leave.

Professional associations of adult educators should be assisted and encouraged, since they serve a variety of useful purposes.

## Practices in Training

Particularly in the decade intervening since the 1966 Report of the Department of Education and Science (National Advisory Council on the Training and Supply of Teachers, 1966), the departments of adult education of British universities have broadened the range of their responsibilities to include the counselling of mature students, market studies of adult education provision, adult education evaluation, and training in adult education to which is coupled research. (Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom, 1974) With respect to training, five linked-course formats are typical:

> A graduate certificate in adult education: one year full-time professional course for new graduate entrants to the profession.
>
> A diploma in the advanced study of adult education: one year full-time for those already possessing qualifications and experience in adult education.
>
> A non-graduate certificate in adult education: two to three years part-time study intended for the part-time teacher in adult education and as a less demanding alternative to the diploma for trained people from allied professions.
>
> Part-time refresher-orientation courses designed to serve a variety of needs of adult educators, both part-time and full-time.
>
> Higher degrees at the Master's and Doctoral level.

Currently, nine universities offer such programs.

The diploma courses at the universities are the major training vehicles for full-time adult education staff. Together, they show a high degree of homogeneity in their general thrust though there are variations in detail, especially in content, which distinguish each. With respect to full-time programs, financial support is available to students from the Department of Education and Science, the Scottish Education Department and through the technical assistance program of the British Council.

Full-time programs are built around this core of content: the psychology of adult learning; the sociology of adults, emphasizing group theory; and methodology in teaching adults. Institutional interpretation of each of these differs in detail to reflect the interests of a diverse clientele and a view of adult education not narrowly defined.

Typically, the programs feature these courses*

Psychology of adulthood: group and interpersonal behaviour.

Sociology of adult education.

Principles of adult education: methods of teaching adults.

Adult education management.

History of adult education: its contemporary place in the education system.

Comparative adult education.

Research methods: statistics.

A few optional subjects of narrower scope, as for example, "Adult Education in Developing Countries", are available in certain of the programs.

Especial attention is paid to the linkage of class instruction to the students' field practice. Required field assignments take

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*For details of each of the nine university programs, see *Guide to Postgraduate Courses in British Universities for Adult Educators, 1974*, published by the Standing Conference on University Teaching and Research in the Education of Adults.

myriad forms, are considered an integral part of the instruction process and are planned to provide an opportunity to the student to apply newly-acquired theory to practice under rigorous supervision. This emphasis placed on the linkage of theory and practice is evident in another respect: course instructors in the training program, concurrent with but independent of duties in the training program, undertake the teaching of a class of adults.

In all programs, substantial emphasis is placed on the development of scholarship by the student who is expected to become conversant with the literature of adult education, to prepare frequent papers, to become familiar with and skillful in the use of library materials and, through all of this, to refine his learning habits. An almost invariable requirement of the diploma program is a dissertation. Comparable to that required of the Master's degree candidate in North America, it serves the dual purpose of testing the student's mastery of the material presented to him and of establishing his capacity to undertake advanced study at the graduate degree level.

Evident effort is given to ensure that instruction offered within the programs is consistent with the principles of adult education (a potential problem since some of the instructional staff is drawn from among those whose professional expertise lies elsewhere than in the field of adult education). Presession weekend conferences for such instructors and their students and ongoing staff-student evaluation are among the devices used to meet this difficulty.

Available book resources and material of other kinds appear to be adequate. Institutional holdings are invariably supplemented with smaller departmental libraries containing materials of a fugitive nature, so characteristic at this stage of adult education development as a field of study.

The diploma in adult education of the British university is conceived as postgraduate in character and consistent with "university level" work, however each institution defines that phrase. Entrance to the diploma program normally, but not invariably, requires an undergraduate degree. In its approach, it inclines towards adult education viewed as a profession, and thus appears to reduce the emphasis on the vocational. (Certain university institutions offer a certificate program, parallel to the diploma program, but at a less demanding level with heightened emphasis on the practical.) Although as noted, a university degree is not invariably requisite to admission to the diploma program, the completion of the diploma with merit standing implies acceptability into the Master's degree in that subject.

Those recruited in the program are almost invariably drawn from those already working in the field of adult education and broadly experienced in it. A substantial number will hold qualifications in another branch of education. The age level of diploma students is considerably higher than that of the conventional student body, paralleling the North American experience. That each student enters the program equipped with an often extensive range of experiences and insights is a factor modifying the in-course planning and content of the program. In some few of the institutions, the University of Manchester for example, the mix of students in the program in terms of both occupation and ethnic background is broad indeed, a fact which undoubtedly exerts a leavening effect. The subsequent field of employment of those completing the program represents a broad spectrum. Typically, institutions endeavour to maintain a continuing relationship with students after completion of training on a collegial basis.

Of considerable practical significance is the "day-release" basis on which many students attend. This "whole day per week" commitment of the student to training enables the training institution to ensure sustained contact with the students. It enables the students, on the other hand, adequate time to exploit institutional training resources. It affords an opportunity to meld classroom exploration of theory into the student's day-to-day work. An obvious advantage to his employer (who, in participating in the arrangement, gives important moral support to the student) is the upgrading of the employee. The equally obvious advantage to the student is the opportunity afforded him to enhance his qualifications without bearing the penalty of a loss of income which many, particularly those with family commitments, could ill afford.

In the main, courses follow the academic year, October to July, meeting once weekly. During that period, all students whether full-time or part-time are required to undertake investigative or experimental inquiry, developed on their own initiative, coupled occasionally with independent study scheduled to permit the student to work at his own pace.

Two characteristics in the organization of the program are significant. The provision of adult education (in North America, programming responsibility), the advancement through research of adult education as a field of study, and the training of workers in adult education do not proceed independently but are deliberately integrated. In five of the six institutions surveyed, responsibility for all three functions is centred in a Department of Extra-Mural Studies; in the sixth, integration is achieved through formal and informal cooperative arrangements. The potential of this linkage is obvious. Those persons engaged in providing adult education are closely linked with the community and are made knowledgeable of its education needs through the trainees with whom they are in regular classroom contact. Trainers of adult educators are subject to a constant reminder of the real problems faced in the field by students and are thus obliged to bring theory and practice into harmony. Those whose responsibility it is to pursue a scholarly study of adult education are provided, through the body of trainees and through the adult education program of the department, with a base for experimentation and a sharp insight into current, relevant field problems.

A second characteristic is equally important: supervision of the program of training in adult education is undertaken on a sustained, intensive basis. Since the numbers of students involved is not large, the full-time attention of at least one staff member (and frequently more) can be given to the building and maintenance of close personal and, one would judge, productive relationships with each student frequently involving the instructor in assistance to or monitoring of the student's field of work.

Certain problems and opportunities are worth noting. Adult education has been characterized as a field of study emerging from the conventional social sciences, principally psychology, sociology and organization theory. It is as yet imperfectly formed and its constituent elements not yet melded into a unity. The task of defining a clear profile, a structure of adult education as a field of study – the creation of what some have termed a "theory of adult education" – has only begun. The concerted effort through research conducted by both academic and practitioner is required to delineate the field of adult education. In this, the U.K. has made admirable contributions.

A potential problem in the framing of a syllabus of training is the avoidance of a program which is merely a string of more or less relevant portions from a variety of academic disciplines. Drawings on the social science disciplines require to be knit together in a manner relevant to the adult education concerns of the worker in the hard light of field practice. The process of seeking out and integrating that which is relevant to the needs of adult educators is a difficult and time-consuming task.

A third potential problem—and opportunity—stems from the diverse organizational affiliation of adult educators who present themselves for training from churches, colleges, business, prisons. Given this heterogeneity in occupation, each group of trainees in negotiation with its instructor's has to tackle and solve these two questions: what ought to be the group's goals in training; and what organizational structure will best facilitate the achievement of these goals? In each course of training, the generalities of the course description aside, agreement on both goals and method in training between trainer and trainee requires to be negotiated.

An inherent problem in training for adult education as in other forms of training, is that of ensuring the relationship of the subject elements offered to the purpose of the training. To be explicit, the approach to those subjects which are at the root of adult education as a field of study—psychology and sociology, for instance—might alternatively emphasize the subject as *discipline* or its application to the solution of field problems. In what balance ought instruction be geared to the achievement of some mastery of the discipline (analysis) or to the solution of field problems (application)? Or again, to what extent ought instruction to derive from field problems defined by the student?

In one area, the evaluation of training, little has been attempted. Among the relevant questions, one speculates, are these. Is instruction directed at the most appropriate clientele? Is the program content generally consistent with the intended goals of the program? In what ways and to what degree are students rendered more expert? Ought the approach to training be conceived in some radically new philosophy?

## THE USA

### The Training Framework

The basic, underlying consensus on approaches to training for adult education which characterizes the U.K. is not, understandably, evident in North America. However, something of the philosophies of the multiple approaches taken is evident in the statements of training leaders.

Perhaps the most sharply penetrating are those of Verner (1974) who begins a paper to the University of Wisconsin with the challenging, indeed controversial, statement that:

> The growth in programs [of training for adult education] has not been entirely logical or constructive as it has tended to occur solely within Schools of Education where it has been viewed primarily as an extension of pedagogy rather than as a distinct subject with its own unique body of knowledge and practice. Furthermore, this tended to divisiveness as it has excluded major components of adult education such as agricultural extension or public health education. . . .
>
> Too many of the newer university programs are in the hands of individuals not expert in the discipline with the result that graduates are released to the field deficient in knowledge and without a clear perception of the unique characteristics of the profession they have entered.

Moreover, he asserts, this "perversion of the discipline" is due to "the failure of deans and faculties of education to recognize and accept adult education as an academic discipline with its own distinctive body of knowledge related to but different from the normal concerns of a school of education" while

> . . . personnel to staff programs are drawn from education rather than adult education or . . . experienced practitioners drawn from the field on the assumption that experience is more relevant than knowledge.

Certain basic concepts underlie planning for training in the field of adult education which is a field of social practice; is a social science discipline; concerns itself with education provided in many settings by diverse agencies, though in this diversity there is a body of fundamental knowledge which [illegible] common.

The basic understandings which make up the core content of adult education as a field of study are derived from various sources. These criteria are pertinent to the selection and adaptation of knowledge borrowed from elsewhere:

> The knowledge helps to explain some phenomena encountered in the field or discipline.
>
> It helps in the solution of practical problems encountered in the field.
>
> It can be translated into operational principles that will contribute to greater efficiency and effectiveness in adult educational programming.
>
> It contributes to the development of essential attitudes, values or skills important to the field.
>
> It can be reformulated so that it is applicable to adult education.
>
> It is derived solely from adult populations.
>
> It relates to systematic education for adults.

Verner is insistent on this point: that the training of adult educators ought itself to employ adult education methodology.

> In addition to information and skills, a professional education program in adult education must also include the development of attitudes and values related to the adult as a learner and the role of adult education. Such values are acquired more readily when they are present in the learning environment. Insofar as the normal constraints inherent in university graduate study will allow, the program should operate within a learning environment that is representative of the practices desired for the field. Thus, conditions should be established and fostered that will contribute to the growth of a professional *esprit de corps* and a common identity.

> To establish such an environment it will be necessary to modify the traditional patterns of university study. The time-honoured roles of student and teacher will be replaced by a learning group context in which everyone shares the learning experience. In this way the program will demonstrate the application of knowledge to practice in such a way as to integrate theory and practice functionally.

His criticism of professional education for adult educators is worth noting. Although its quantitative growth has been phenomenal, its qualitative progress is less encouraging. Too many university programs substitute experiential learning for substantive knowledge. Students are illiterate in the historical development of their field; and too few of those conducting graduate work think seriously or systematically about adult education, its terminology, or the scope of its program. The consequence is too narrow a base of theory on which to build a discipline systematically.

In more general fashion, Houle (1960: 117-128) addresses himself to the problem of developing a comprehensive plan for adult education training using these major procedural steps:

> The definition of the traits of the successful practitioner.
>
> The recruitment and selection of promising candidates.
>
> The training of these candidates in such a way that they will gain competence in the duties they are expected to perform.
>
> The adjustment of the new worker to his first position.
>
> The continuing education of the worker to keep his capacities at a high level.

Earlier, it will be recollected, personnel structure in adult education was perceived as taking the shape of a pyramid. At its base are the lay leaders, volunteers whose numbers are legion, whose influence is enormous and the diversity of whose work is great. These lay leaders require for the most part, specialized, brief, clear-cut training, so planned as to give them the immediate skills they require to undertake their tasks. But the purpose of such training goes beyond the mere demonstration of techniques: it ought to provide the assurance which comes from an understanding of the *principles* implicit in the situations with which the layman must deal. The principal weakness of such programs as they are now presented is the assumption that an initial training is enough; the fact is that the interests of the lay worker may be lost if instruction does not move rapidly beyond the elementary.

As diverse an element in the personnel pyramid and one rapidly increasing in numbers are those at a secondary level—who teach adults on a part-time basis. Like the lay leaders, they are extremely important in the scheme of adult education and their influence is a key factor in the success of agency programs. What they require is systematic preservice instruction in how to teach or lead adults, of a kind which draws not only on the methodology of adult education but on an understanding of the psychological and sociological basis for that methodology. (University professors and high school teachers who comprise a substantial part of this group, may not believe that they need special assistance when they turn from adolescent to mature audiences.)

The professionals are those involved on a full-time basis in the teaching of adults or in the administration of adult education. In contrast to their opposite numbers in other professions, they do not prepare themselves for their responsibilities prior to the job. Having had some experience of adult education, some may proceed to undertake training. Still, an inherent problem stated by Houle and echoed by Stensland (1960), is that

> As yet, many of those who work in the manifold forms of adult education are so caught up in the immediacies of their particular purposes or the special natures of their organizations that they make no effort to understand their own work better by studying that carried on for other purposes in other organizations. (Houle, 1970:110-111)

As in Britain, the most visible training for adult education offered is that by the universities; but in North America, its format is almost exclusively that of a graduate degree. A published survey provides a general characterization of the extent and organization of graduate training in adult education in North America. Twenty-nine institutions in all were listed of which two were Canadian, the University of British Columbia and the Ontario Institute for Studies in Education. In total, eighty-eight full-time staff were assigned to such programs, a median in each institution of two. (In sharp contrast to the average, the University of British Columbia reported four and the Ontario Institute for Studies in Education eight.) (Ingham, 1970)

In contrast to practice in the U.K., an undergraduate degree is an invariable prerequisite to entry into these programs. Previous work experience in adult education is required in only fourteen out of the twenty-nine reporting institutions (which again stands in sharp contrast to U.K. practice). Only five of the reporting institutions did *not* offer a doctoral program.

In total, as of 1970, 1,035 Master's students, 913 Doctoral students and 521 certificate/diploma students were reported as enrolled. Three institutions alone accounted for all of the certificate or diploma students. There were about three times as many part-time as full-time Master's students and about one and one-half times as many part-time as full-time Doctoral students.

This survey shows a greatly heightened activity in training for adult education at the graduate level. Since the last examination of this kind conducted in 1968, the number of full-time professorial staff thus engaged rose from fifty-five to eighty-eight, the number of institutions providing graduate training in adult education from twenty-two to twenty-nine and the total number of students involved in Master's and Doctoral and certificate level work increased from 1,434 to 1,948. In all, in the United States since 1935, 959 doctorates in the field have been awarded. (Houle and Cloutier, 1971:39-40)

This level of training is, of course, directed at those at the apex of the pyramid of adult education personnel. (As noted earlier, provision for the training of that great and influential mass of adult educators engaged on a part-time basis in infrequent and fragmented even within major institutional providers of adult education.) Based on various studies, this thumb-nail sketch of the top leadership level participating in training for adult education is provided:

> Few of them have participated in an organized program of graduate study in adult education or hold advanced degrees therein.
>
> Most come from other occupations and have moved into adult education after other kinds of employment.
>
> Many look upon adult education as a stepping stone rather than as a permanent career.
>
> During the past ten years, many have moved from adult education to other posts in the educational or community field—many to other administrative posts in education.
>
> Their conceptions of the ideal adult educator and of the competencies required for the professional adult educator vary widely.
>
> Most of them are action rather than research oriented, and few have made major research contributions to the field of adult education.
>
> Many are concerned about their status and position as adult educators and do not as yet feel completely identified with the field, or if they do, they feel themselves "second-rate citizens" in the academic hierarchy.
>
> There is as yet no clearly defined set of values or code of ethics subscribed to by all of them. (Liveright, 1964:92-99)

An analysis of the doctorate in adult education (which, aside from the United States, is offered in only two other countries, Canada and Yugoslavia) shows that by far the largest group undertaking training at this level are members of college or university institutions. As at 1966, the average age of the doctoral student was 40.7, a figure which had been steadily rising, suggesting the general conclusion that adult educators tend not to think in terms of careers in adult education until they have had substantial work experience. (Houle, 1968:13-26)

Some criticisms of American approaches to training are worth noting. There is the reservation stated earlier: doubt as to whether the field has as yet an adequate content based on research. In that connection, it might seem appropriate that a field should build its content prior to its acceptance as a discipline. Yet this is not the usual course of events; the American university is the chief pioneer of knowledge and it develops fields—after it admits them. A related difficulty experienced by those who have had the task of building graduate departments of adult education is that they have had to take their content where they could find it, and then weave the material into a coherent pattern. It is this task which has proceeded far too slowly. A further problem stands in the way of widespread acceptance of the field: the lack of an undergraduate base to the graduate program. To accept into training for adult education those without either an established academic competence in a subject field or, equally important, field experience is held by some to employ resources unwisely. Finally, as noted earlier, almost all the graduate programs in adult education in the United States are located within schools of education, a circumstance logically defensible but one which imposes acute hardship on the student of adult education who finds himself overshadowed by that much larger group preparing for careers in the schools.

Consistent with the fact that the most visible and central thrust in training for adult education in the United States is in university graduate programs, a variety of models for training at the doctoral level is proposed in the literature. Knowles (1962: 136-141) argues for a common basic preparation, supplemented by various sets of competencies; Liveright (1964:99-100) and McGlothlin (1960:xv-xvi) set out in detail what the well-based graduate program ought to accomplish while Veri (1967) analyzes the organizational patterns of current programs in American institutions.

Clearly, North American preoccupation is with training at the graduate level. These speculations linger:

> That the content of adult education as a field of study to the extent that it has been developed to date, may be more consistent with the requirements of a Master's degree than of a Doctoral degree.

That admission to a degree program ought perhaps to make mandatory previous undergraduate training, with emphasis in the social sciences, *and* field experience.

That a requirement of the Master's degree might well stipulate a thesis based on a problem with which the student in his field experience is familiar, both as an exercise of his developed knowledge and as a means of broadening the research base of the field.

That the doctoral program in adult education, to be consistent with other subject areas in terms of concentration of effort, should perhaps be based on in-depth study of an area in sociology or psychology or organization theory as it relates to adult learning.

That for the great numbers of adult educators functioning as teachers or volunteer assistants, training would be better conceived as a complement to an existing undergraduate degree (or like training) in the format of a university diploma or certificate.

## CANADA

### The Training Framework

Canadian educators have invested little effort in the development of a basic philosophy to undergird approaches to training for adult education. Rather, they have utilized concepts and followed patterns developed in the USA—and at a slower pace. Indeed, what the record principally reveals are continuing pleas for training from within adult education ranks reiterated over nearly four decades.

> Canada is notably deficient in professional opportunities for leaders and administrators of any educational endeavours outside of the conventional system. The planning, administration and teaching of a system of Continuing Education demands quite different skills than those appropriate for the formal system. At present few universities offer any-

> thing like a comprehensive program for the development of professionals in Adult Education. Others offer bits and pieces. We need many major centres across Canada, and we are convinced that leadership from the Federal Government would materially help such developments. The country urgently requires a greatly expanded system of Continuing Education, but this cannot be achieved satisfactorily without appropriate investment in the provision of trained people to conduct it. (Canadian Association for Adult Education, 1964:7)

As early as forty years ago, the journal of the fledgling Canadian Association for Adult Education noted that "the need for trained leaders in the field of adult education is perhaps our major problem and is likely to be so for some time to come". (C.A.A.E., 1939:10-11) The 1961 National Conference on Adult Education (1961:34) congratulated itself that "the personal qualities of the candidates for positions in adult education have more than compensated . . . for the unsatisfactory state of training opportunities", while the Canadian Conference on Education of the same year makes unflattering comparison of Canadian adult educators with their counterparts in the United Kingdom and the USA, noting of Canadians that

> Few . . . except in university extension, have read widely in the field of adult education, take part in any adult education association, or subscribe to adult education journals. To many it would never have occurred that they should. In many cases they would not have observed adult programmes in any situation other than their own. (Kidd, 1961:51)

A long-standing preoccupation with the quality of teaching in adult education is evident, too, in statements to the Canadian Department of Citizenship and Immigration. As recently as 1966, an official prominently involved in the field felt it necessary to reiterate that adults as learners are different from children in schools and that the teacher training required for the teaching of children is not training satisfactory to those who are to teach adults though there are elements common to each. (Ford, 1966: 4-9) To which is added this significant caution:

> We need institutions which will undertake the total problem and provide training for teachers . . . at all levels, and not just skim off that which is easiest to do by selecting only prospective teachers with superior academic qualifications. . . .
>
> We need people administering the training program who have an appreciation of the problems of adults, of youth for whom education has not been a success, and of adults returning to education after being years in the labour force. (*ibid.*)

By 1975, opportunities for training in adult education having been established in several universities (though in the main, only at a professional level) an OECD Report (1975:19) could confirm the vitality of Canadian adult education output.

> Without doubt, educational institutions in Canada appear to have been exceptionally successful in establishing programmes that attract adults and meet some of their needs.

But the same Report attaches a significant caveat. The major problem for the future is that of the *quality* of education which has become a public issue because of the high costs; if the challenge of continued–or improved–quality is to be met, it

> . . . will partly involve training for the practice of new social skills, interpersonal relationships and modes of group action in a context of individualised learning.

The extent of Canadian development of training for adult education has been recorded periodically in the past in *Continuous Learning*, the journal of the Canadian Association for Adult Education.(*Continuous Learning*, 1963 *et seq.*) In 1963, the University of British Columbia offered an M.A. "with emphasis on adult education" and a Master's degree in agricultural extension education, while four other universities offered a single course or perhaps two. By 1970, the numbers of Master's and doctoral students were reported to be 332 and 27 respectively, while seven institutions offered a graduate program, seven a certificate or diploma program and six, occasional courses. A 1970 report records these positive consequences of this expansion of training facilities:

> These are, first, the graduation of highly skilled persons capable of filling responsible field positions as well as top organizational posts, particularly in administration and research. Second, there is an increase in much needed research in adult education—historical, experimental as well as descriptive. Third, there comes an increase in development activities such as the production of material or techniques suitable for immediate use. (Draper and Yadao, 1970:65-82)

No reference, it will be noted, is made to training at other than a professional level.

A current report details the bulk of adult education training available in Canada. The total number of institutions offering either programs or individual courses in adult education has increased (though the offering institutions have changed). Seven universities offer full-degree courses, all at the Master's and Doctoral level. Five institutions offer either certificate or diploma programs, as do three community colleges. That report indicates that 466 persons have graduated with Master's degrees in adult education, while 16 have received Doctoral degrees. As of 1974, 259 part-time and 132 full-time students were enrolled in the Master's programs. (Draper, 1974)

These predictions are of interest: that increased emphasis will be placed on study combined with field experience; that university departments indirectly concerned with adult education will become involved in teaching graduate level courses in adult education; that off-campus teaching in the field will increase; and that more training opportunities at the certificate and diploma level will develop within Canada's college systems.

Something of the French Canadian view is to be gained from the recommendations of the Conseil Supérieur de l'Education (1975:13-14), which call among other things for official recognition of training, accompanied by conferred professional status and appropriate pay for the adult educator. A paper by Bernard (1972:6-7) emphasizes the adult educator in his role as *animateur* and the necessity in training of linking theory and principle with field practice.

As elsewhere in Canada, training for adult education in Alberta has been discussed more vigorously than it has been implemented. Indeed, the earliest reference to training is older than the majority of adult educators currently practicing in Alberta: a statement in the constitution of the Alberta Adult Education Association in 1943 (Alberta Adult Education Association, 1944:21) which calls for "mobilizing a trained personnel in order to give assistance and direction to specific community projects".

The Alberta Royal Commission on Education (1959:168-169) asserts that "without [a] core of trained people, an effective adult education program cannot be created and maintained". The proposed content of that training is sketchy as is its organization. The single recommendation of the Commission Report on the subject confines itself to the selection of the Banff School of Fine Arts (of which the Commission chairman was director) as the site for an initial leadership training centre for adult education in Alberta. Stewart, in a 1966 study, made the same recommendation to the same government. But as at 1969, Shields could report in his study of adult education in the city of Calgary, that only a small number of trained adult educators could be identified, all of whom served in one agency–the Department of Agriculture; while a parallel study in the city of Edmonton by Garrett (1970) confirmed that training for adult education, though necessary, was virtually non-existent in that city.

A subsequent paper proposes that the University of Alberta, through its Faculty of Education, should provide training in adult education in a program centering on the philosophy, psychology, administration and sociology of adult education (including the role of the *animateur*) at the level of a graduate diploma which would be open to both full-time and part-time students, and at the certificate level for those unable to meet the institution's requirements for entrance to graduate study. Two features are emphasized: interdisciplinary cooperation in the selection of the content of training; and the accompaniment of training by field experience. (Eyford and Roberts, 1973:1-8)

A University of Calgary report having acknowledged the significance of adult education, rather curiously concludes "that a major area of specialization in continuing education not be introduced at this time". The cautious tone and experimental approach employed in the discussion of training for adult education, the acknowledgement of its peripheral character within a faculty devoted to the training of teachers of children, and recognition of the prior need to develop a supporting program of research in the field are of particular note in this document, as is the emphasis placed on linkage of formal training to field experience. (Calgary University, 1973:11)

A 1975 Report of the University of Alberta's Faculty of Education considers higher education and adult education as areas of study which it is appropriate to integrate though the propriety of that assumption is not explored in the document. It notes that Faculty's present involvement in higher and adult education is twenty-one courses "primarily at the graduate level . . . geared partially or totally, to higher and adult education concerns", of which five (from their titles) fall under the rubric of adult education. In its recommendations, the Report proposes that the Faculty should now formally recognize the field of higher and adult education and encourage faculty involvement in them.* Through evaluating its potential to serve both fields, in studying amendments to its present degree structure and in identifying the needs of the clientele, it is proposed that the Faculty prepare itself for taking future decisions about the preparation of adult educators and higher educators.

Training for adult education, conceived as a comprehensive program available to the public at large, is not a matter which has yet engaged the interest of either the University of Lethbridge or Athabasca University (an institution committed to the education of adults through the "distance education" process), or the community college system of the province. It has, however, attracted the interest of the Alberta Teachers' Association which offers opinions which suggest restrictions in the training of adult educators. In respect of that part of their training which might be deemed "professional" in character,

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*An Appendix to the Report records that: "At the present time community school coordinators are being appointed. In many instances they are like sheep wandering in the wilderness, wondering what it is they are to do and how to do it. They are expected to provide leadership and guidance to the community yet seem to lack the necessary training."

> . . . a maximum amount of the education of a professional must be conducted on the university campus or within the control of the university responsible for the preparation. (Alberta Teachers' Association, 1975:2)

Two interrelated reports offer data which are relevant to the implied *market* for training for adult education in Canada. An Ontario investigation into public demand for part-time learning concludes that thirty percent of adults were engaged in a deliberate learning activity and that another eighteen percent were highly motivated to do so. Popularly preferred institutional facilities ranked thus (Waniewicz, 1976:35):

| | |
|---|---|
| Community and cultural organizations | 27% |
| Employers | 16% |
| Interests and sports clubs | 9% |
| Community colleges | 7% |
| Secondary schools | 7% |
| Universities | 6% |

An Alberta research of the same period (Downey (L. W.) Research Associates Ltd., 1974), perhaps not as secure technically, concludes that the future demand for nontraditional education is substantial, and that

> adults, not youth, with whatever special teaching approach they require, now and in the future, will comprise a significant proportion of learners faced by the *college or university instructors.*
>
> a substantial responsibility for the education of adults is and will be carried out by *business organizations and social, recreational or service organizations*, members of which have not previously perceived themselves as "adult educators".

Assuming the validity of these findings, the potential market for training for adult education would appear to be very much larger than merely the employees of conventional adult education agencies.

Finally, a footnote to the future is provided in a current study. In it is forecast a pattern of teacher preparation as of the year 2000 which has implications for the training of adult educators: training conceived as lifelong, demanding a closer relationship between theory and practice, comprised of many differentiated programs, requiring a more rigorous screening of candidates and matching preservice and in-service training. (Clarke and Coutts, 1975:221-240)

## Practices in Training in North America

Observation of selected Canadian and American institutions providing training for adult education do not reveal the same homogeneity in approach that is evident in Britain.

Before examining the variety of approaches in North America, it ought to be noted that where in the U.K. the typical format of study is a university diploma program, in the United States the format is a graduate degree at either the Master's or Doctoral level, the former largely regarded as a stepping stone to the latter. A differentiation tends to be made between the two degrees: the former is intended to equip the student with the ability to use knowledge while the latter is expected to provide the student with *both* that ability and the requisite skill to *produce* knowledge.

More important, there are within the group of institutions providing training clearly observable differences in orientation to purpose. One clearly identified purpose is that of the production of the "professional" adult educator, that term used in the limited sense of one who will give intellectual leadership in the field through his research and teaching. A sharply different orientation to purpose is that which places emphasis on the preparation of the technically competent field practitioner, one "able to direct organization development, group development and community development programs". The contrast is that of orientation to adult education as a "discipline" and orientation to adult education problems (or special projects). Proponents of the latter approach frankly disavow interest in the training of academicians. The former approach tends to be seen by its critics as inadequately grounded on a theoretical base and incorporating insufficient emphasis on the extension of adult education principles through research. The criticism in short is of an alleged substitution of adult education "recipes" for practice based on theory.

Functioning between these extremes, the bulk of other training institutions purport to give roughly equal emphasis to these three areas: the provision to its students of a grasp of adult education principles, the development of competence in the design and execution of programs, and skill in research. That is, they tend to lean neither towards a theoretical bias nor exclusively to the practical concerns of front-line practitioners.

A quite different kind of orientation is that related to whether the adult educator's post-training working environment is to be rural agricultural or, alternatively, urban industrial. Yet another is towards the particular needs of the adult education-providing institutions into which the graduates will flow; one program of preparation deliberately integrates training for adult education and training for employment in the community college. The rationale offered is that since adults are today using the colleges in increasing numbers, colleges thus have a direct responsibility to prepare to meet adult needs. The argument on the other hand is that the main thrust of adult education is *not* within the range of conventional college and university courses, but rather in short-term courses and other formats designed for the acquisition of skills or for problem-solving on a non-credit basis. The debate is confused because of an awkward merger of two distinct subjects: systems of post-secondary education and the education of adults.

Because of these variations in orientation to purpose, the core of program content in North American institutions is not as clearly universal as it seems in the United Kingdom setting. Where, in the latter, the subjects offered in programs of training for adult education are unmistakably rooted in a conventional social science discipline, in the former subjects tend to be tied to function. Such a typical subject in the North American curriculum as Program Design, for example, may draw on the historical and psychological and sociological and organizational factors affecting adult learning. Relative to United Kingdom practice, the history-philosophy area would appear to be underemphasized. Further, a host of seemingly peripheral subjects are among options presented to the student, e.g. Simulation Design in Adult and Community Education. Indeed, the number of individual adult education courses offered by institutions appears to range from a minimum of three to as many as sixteen.

There is *pro forma* acknowledgement that, in the provision of training for adult education, a linkage between classroom-presented theory and field practice is desirable. Yet custom in the provision of supervised field experience varies widely. A typical device is the placement of the student in an "internship" to an adult education agency, an experience for the student which is not invariably productive as it may comprise only routine, low-level organizational chores. To be useful, the internship must offer the student an intense, novel, learning experience; equally, it is imperative that directly or by proxy the experience be supervised and integrated with study.

A novel element in one of the institutions visited is that of "contract learning" which places emphasis on the attainment of competencies. The student literally contracts with the professor to master a certain body of material or to acquire a certain range of skills. It is assumed that, together, professor and student can map out a learning area precisely and, at the conclusion of a period, judge whether or not the terms of the contract have been met.

In contrast with the United Kingdom practice, an undergraduate degree is an invariable prerequisite to admission to the training program, while prior experience in the field is not. The bulk of students are engaged full time in study: the "weekly, day-release" pattern of study is the exception. The age of students, on the rise for two decades, is reported to have begun to decline. As many as half of the graduates go to posts in public education institutions and the demand for them is high.

Where in Britain the three functions of provision, training and research are combined, in the North American setting training and research are undertaken in an academic department while responsibility for the university's provision of adult education is centred elsewhere, typically in an extension division. With few exceptions, the linkage between these two is observed to be tenuous.

Typically, academics responsible for adult education training are located in a department situated in, or connected with, the school (or college, or faculty) of education. Yet observable tension exists between those responsible for adult education training and those concerned with the other functions of the school. In one view, adult education as a subject was susceptible to being warped and distorted by too close linkage with the conventional departments of the school; in another, such a linkage was held to lead to an infringement on the integrity of the degree. Whether valid or otherwise, these suspicions may explain the fact that adult education departments have energetically reached out to establish effective working relationships and a high degree of integration with other university teaching departments such as library science, household economics, agriculture, business and nursing. Wherever its placement in the university institution, the adult education training element appears to have achieved—and to value—a largely independent status.

Almost exclusively, the staff members responsible for instruction in adult education have themselves been trained in that field to the doctoral level. As the 1970 Ingham study indicates, the size of staff varies considerably. There seems to be agreement that, to succeed in intraorganizational terms, the adult education department needs to achieve a "critical mass" of three staff members.

Not untypically, departments of adult education report numbers of graduate students exceeding those of other departments functioning at the graduate level in education. At UBC and at the University of Guelph in Canada, the department of adult education ranks first with other graduate departments in education in terms of the number of graduate students served, while in The Ontario Institute For Studies in Education, it ranks second.

Doubtless reflecting the difficulty of the task, little research in evaluation of the impact of training for adult education on the field has been undertaken.

*From this examination of the general framework within which training in adult education is provided in Britain and in North America and from the operating practices employed in* *each, three general themes emerge: the choice of goals, the issues concerned with the organization of training; and the policies related to instruction.*

*It is evident from the spate of current reports on the subject that training for adult education has become a significant policy issue in education. It is appropriate to note a tendency in the British and European setting, to approach the subject through a consideration of* **systems** *of training, national or regional, rather than through fragmented, ad hoc development. There is recognition that the provision of adult education ought not to be limited to the personnel of public education institutions since adult educators requiring training function in a wide spectrum of organizations. The system approach to training in a region serves to unite a heterogeneous mixture of organizations providing adult education in a common concern for the development of the field of adult education as a whole. Further, this coalescence of organizational providers of adult education establishes the framework within which adult education workers can profitably gravitate from organization to organization and from job to job. It is this job mobility within a range of organizations with mutual interests which, coupled to public recognition of adult education as a worthy calling and adequate remuneration enables adult education workers to see their life work as a career. That sense of career, in turn, lends point to the development of adult education as a field of practice and as a field of study. Yet another avenue for the reinforcement of adult education lies in strengthening its professional associations.*

*As various reports make clear, it is a host of volunteer and part-time workers which is the backbone of adult education. To effect even a modest change in their collective competence would have the result of sharply improving the general quality of adult education program. The task of upgrading the competence of this large group is necessarily that of the core of trained professionals which is developed.*

*With respect to the organization of training for adult education, the principal requirements are clear: the development of an appropriate format within which training is to be offered, with its implications for credentials; the scheduling of that training in such a way as to enable broad access to it by field workers;*

*the integration of training with the other adult education functions, research and provision. Related to this is the appropriate positioning of the training function within the institution so as to maximize the advantage to the trainee.*

*With regard to the instructional process, the areas of concern are these matters: the relative emphasis to be assigned to the development of the competent practitioner as against the preparation of the academician; the integration of formal training in adult education with supervised field practice and the application of adult education method to the process of adult education training.*

# 5. PREFERENCES IN THE CONTENT AND ORGANIZATION OF TRAINING FOR ADULT EDUCATION: A CASE STUDY

This array of expert opinion on strategies supportive of adult education development, to which is coupled a report on how training is now conducted in this field, remains incomplete—two legs of a stool—without evidence of another kind. What is needed to balance it, the third leg, is opinion from the field, the views of the adult education practitioner. Data reported in this chapter are drawn from three field surveys conducted in the province of Alberta and record perceptions of the need for training in adult education and preferences as to its content and organization.* These data are set out in detail below. A narrative summary of the principal findings appears on pp. 174-177.

Each survey was directed to a group of respondents which can confidently be expected to represent the major categories of organizations with an adult education thrust, in all corners of the province, and at various levels of leadership in the field. Through the courtesy of the Alberta Association for Continuing Education and several of its member agencies, two of the instruments were subjected to trial in a pilot run.

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*Surveys to determine fieldworker opinion of training needs are amply reported in the literature, although typically the groups of workers canvassed were tightly homogeneous. Interesting variations in the research instruments, simple and sophisticated, used in gathering and validating the data are represented in the Clark (1960) study of training needs of extension personnel which is paralleled by that of Price (1960), a view of the needs of professional practitioners in terms of Doctoral degree programs by Veri (1968), an examination of the specific training needs of public school adult educators undertaken by Madry (1963) and a survey of training requirements of Western Canadian rural extension personnel completed by Stensland in 1960.

The field of adult education is highly fragmented. Garrett's 1970 study, for example, identifies no fewer than 102 agencies in Edmonton alone which reported 600 programs serving 2100 adults! Thus, the data reported here are drawn from those whose basic similarities in career tend to be obscured by the considerable variation of scope and purpose of the organizations they represent. As Verner (1974:4) observes, ". . . continuing education for adults spread throughout the fabric of society. . . has become so pervasive that it is not recognized for what it is because it is not institutionalized". The categorization of adult education organizations used throughout this chapter reflects field observation of the structure of adult education in Alberta taken in conjunction with Schroeder's (1970:25-43) typology.

### Assessing the Need for Training

The first field survey, undertaken as a preliminary to the main body of the study (and in partial justification of it), was intended to elicit the collective judgement of senior officials representative of the social, economic, educational and political environment of the province as to the reality of the need for training. Those canvassed, 249 in all, included, in the main, those not immediately involved in giving direction to adult education but who were nonetheless responsible for it at a senior level within their organizations. Among them were business managers, university administration officers, college presidents, deputy ministers, farm organization board members and the officials of a variety of community agencies. The response to this questionnaire of fifty-seven percent of those whose opinions were canvassed, suggests definite interest in the subject.

## Table 5

### Affiliations of Respondents by Category of Organization and Agency with an Adult Education Thrust

| Categories of Organization or Agency | Questionnaires distributed | responses | percent |
|---|---|---|---|
| Business and industry | 38 | 17 | 12.0 |
| University | 12 | 11 | 7.7 |
| School system | 18 | 11 | 7.7 |
| Government department or branch | 17 | 22 | 15.5 |
| College or technical institute | 39 | 30 | 21.1 |
| Agricultural or farm organization | 40 | 12 | 8.5 |
| Private trade school | 22 | 10 | 7.0 |
| Professional, para-professional, vocational or educational association | 21 | 12 | 8.5 |
| Labour organization | 15 | 6 | 4.2 |
| Community agencies: social service, health, church, library, cultural or physical recreation | 27 | 11 | 7.7 |
| Total | 249 | 142 | 100 % |

Note: The anomaly evident in the fourth category is apparently due to confusion in the interpretation by respondents of "Crown Corporation" status.

## Table 6

### Predicted Rate of Growth of Demand by Respondents for Personnel in Adult Education to the year 2000

| Predicted rate of growth of demand | Responses | Percent |
|---|---|---|
| At a very rapid rate | 40 | 28.2 |
| At a moderately rapid rate | 61 | 43.0 |
| At a steady but unremarkable rate | 38 | 26.8 |
| At a slow rate | 1 | 0.7 |
| No response | 2 | 1.3 |
| Total | 142 | 100 % |

Respondents were asked their opinion of the rate at which the demand for adult education personnel might grow in the quarter-century ahead. Approximately seven out of every ten respondents were of the opinion that the demand for adult education personnel would grow at a very rapid rate or at a moderately rapid rate.

Great importance was attached by respondents to the preparation through training of future workers in adult education. Eighty-five percent of respondents felt training for future adult education workers to be either essential or quite important; none felt it to be unimportant.

Table 7

**Importance Attributed by Respondents to the Training of Future Adult Education Workers**

| Estimated degree of importance | Responses | Percent |
|---|---|---|
| Essential | 81 | 57.0 |
| Quite important | 40 | 28.2 |
| Desirable but not vital | 20 | 14.1 |
| Unimportant | 0 | 0.0 |
| No response | 1 | 0.7 |
| Total | 142 | 100 % |

The degree of concern expressed that adult education workers of the future should be trained is lent support by the data in Table 8, which indicate that nearly half of organizational respondents canvassed concede the likelihood of the release of workers for training on a regular weekly basis should opportunities for training be provided. A review of responses by category of organization shows that predominantly in support of such release are the major institutional providers of adult education: government departments, colleges and technical institutes, trade schools and professional organizations (all of which are likely to have well-established policies on training). Business, universities, farm organizations and community organizations tend to be evenly split in their response while reports from school systems are largely negative.

Table 8

**Likelihood of Release by the Organization for Training of Adult Education Workers on a Regular Weekly Basis Reported by Respondents**

| Likelihood | Responses | Percent |
|---|---|---|
| Is likely | 67 | 47.2 |
| Is not likely | 57 | 40.1 |
| No response | 18 | 12.7 |
| Total | 142 | 100 % |

Finally, the preferences of this body of leaders was sought as to the most appropriate format within which training might be offered. It appears that the bulk of opinion, fifty-five percent of respondents, appear to favour the *more formal format*, viz. a university diploma program, a university undergraduate degree with specialization in adult education, a university graduate degree, while forty-four percent support the *less formal format* of a university certificate program, short courses and inservice training.

Among the supplementary comments invited in this questionnaire, the following suggest something of the mood of respondents: that the provision of training to the mass of part-time and volunteer workers involved in adult education will require a core of professionally trained persons which is not now available; that clarity of aim is essential to the development of an effective program of training; that the field of adult education requires to be recognized as dynamic in character rather than static, with the clear implication that the adult educator must keep abreast of it; and that the candidate for training, himself, should have the opportunity of evaluating the training proposed prior to committing himself to it. These cautions invite the careful consideration of those proposing to provide training in adult education.

Table 9

Preferences as to Selected Formats in the Provision of Training for Adult Education

| Format | Weighted preferences | Weighted preferences (percent) |
|---|---|---|
| Occasional, informal short courses, or inservice training | 170 | 25.8 |
| A university undergraduate degree with specialization in adult education | 169 | 25.6 |
| A university diploma program | 123 | 18.7 |
| A non-credit, certificate program | 117 | 17.7 |
| A university graduate degree | 73 | 11.1 |
| It is unnecessary to provide training in adult education | 7 | 1.1 |
| Total | 659 | 100 % |

## Agencies and Personnel Engaged in Providing Adult Education in Alberta

Adequate data, descriptive and analytical, are necessary to the rational, orderly development of any field. But, as already noted, virtually none are available which reflect adult education in Alberta (or, indeed, in Canada as a whole) in any detail. No even moderately complete list of organizations with an adult education thrust, and their personnel was (or is yet) available.

In order to establish an initial, tentative profile of such agencies and their personnel, the organizational membership records of the Alberta Association for Continuing Education and the seventy-eight Further Education Councils of the province were consulted. The resultant list of agencies, however, revealed obvious gaps; business and industry, government departments, agricultural and farm organizations, private trade schools and labour groups were clearly underrepresented, a circumstance rectified through a field canvass. A sample of organizations, 117 in all, each with an adult education component, representative of ten categories of organization, was established as noted in Table 10.

Table 10

Sample of Alberta Adult Education Organizations and Agencies Identified by Category

| Category | Responses | Percent |
|---|---|---|
| Business and industry | 5 | 4.3 |
| University | 3 | 2.6 |
| School system | 11 | 9.4 |
| Government department or branch | 17 | 14.5 |
| College or technical institute | 15 | 12.8 |
| Agricultural or farm organization | 5 | 4.3 |
| Private trade school | 2 | 1.7 |
| Professional, para-professional, vocational or educational association | 9 | 7.7 |
| Labour organization | 2 | 1.7 |
| Community agencies: social service, health, church, library, cultural or physical recreation | 48 | 41.0 |
| Total | 117 | 100 % |

Although it was understood that a precise profile of the entire field has yet to be developed, inspection suggests that the array offers a reasonable cross-section of the entire field in a not inappropriate balance.

In terms of geographical location, the group of 117 organizations appears appropriately representative of the province as a whole, in terms of its distribution of population as Table 11 notes. (See Appendix 2)

An estimate of the degree of involvement of the 117 organizations collectively in adult education in terms of their gross expenditure, staff (full-time and part-time), and service, is offered in the data presented in Table 12.

## Table 11

## Geographical Location of Reporting Organizations and Agencies

| Area of the Province | Responses | Percent |
|---|---|---|
| Peace River block | 3 | 2.6 |
| North-east Alberta | 9 | 7.7 |
| North-west Alberta | 4 | 3.4 |
| Edmonton and district | 47 | 40.2 |
| Central Alberta | 11 | 9.4 |
| Calgary and district | 30 | 25.6 |
| Lethbridge and district including Crowsnest | 8 | 6.8 |
| Medicine Hat and district | 5 | 4.3 |
| Total | 117 | 100 % |

## Table 12

## Estimated Degree of Involvement of Reporting Organizations and Agencies in Adult Education in Terms of Expenditure, Personnel, Clientele

| | |
|---|---|
| Aggregate annual expenditure for adult education | $32,400,000 |
| Aggregate number of persons involved in providing adult education (full time and part-time) | 6,900 |
| Aggregate number of learners served | 397,000 |

Note: As recorded in last complete program year

The area of service of this group of 117 organizations is set out below. As is evident, somewhat over one-half of them serve a local constituency, one-sixth a region of the province and one-quarter a province-wide clientele. (Table 13)

These agencies were invited to identify those of their personnel involved in the provision of "adult education", that term defined thus:

> . . . a process whereby persons who no longer attend school on a regular and full-time basis . . . undertake sequential and

Table 13

Service Area of Reporting Organizations and Agencies

| Service Area | Responses | Percent |
|---|---|---|
| National | 4 | 3.4 |
| Provincial | 28 | 23.9 |
| Region of Province | 20 | 17.1 |
| Local | 65 | 55.6 |
| Total | 117 | 100 % |

> organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. (Liveright and Haygood, 1968:8)

Specifically, responding organizations were asked to classify each of their part-time and full-time workers in terms of the *intensity of involvement* of each in adult education in one or other of four leadership levels (developed with reference to Houle and others to coincide with the general pattern of adult education organization in Alberta). These leadership levels are as characterized below:

a. Salaried: employed in a senior adult education capacity full time or for a significant part of working time; has responsibility for all or part of an adult education program; duties largely managerial, supervisory, policy setting.

b. Salaried: employed in a middle level adult education capacity full time or for a significant part of working time; has responsibility for an aspect of an adult educational program; duties largely the organization of adult education programs *OR* the full-time instruction of adults *OR* some combination of both of these.

c. Usually paid an honorarium or stipend for instructional services to adults: instructs on a part-time basis, often in addition to full-time employment in another capacity; duties comprised entirely, or almost so, of instruction.

d. Volunteer worker: engaged intermittently as occasion demands; works under direction in assisting the organization of adult education programs.

In terms of these leadership levels, 5745 adult educators in all were classified as reported in Table 14.

### Table 14

**Reported Number of Adult Educators Employed by Reporting Organizations and Agencies, Part-time and Full-time, by Type of Organization or Agency and by Level of Leadership**

| | Level of Leadership* | | | | |
|---|---|---|---|---|---|
| Type of Organization or Agency | a | b | c | d | Total |
| Business and industry | 12 | 88 | 74 | – | 174 |
| University | 23 | 31 | 787 | – | 841 |
| School system | 28 | 28 | 410 | 103 | 569 |
| Government department or branch | 41 | 136 | 182 | 350 | 709 |
| College or technical institute | 34 | 172 | 1492 | 99 | 1797 |
| Agricultural or farm organization | 9 | 21 | 65 | -- | 95 |
| Private trade school | 4 | 9 | 1 | -- | 14 |
| Professional, para-professional, vocational or educational association | 19 | 22 | 54 | 16 | 111 |
| Labour organization | – | 4 | 28 | 19 | 51 |
| Community agencies: social service health, church, library, cultural or physical recreation | 59 | 136 | 649 | 540 | 1384 |
| Total | 229 | 647 | 3742 | 1127 | 5745 |

*As characterized on pp. 147-148

The *balance* within levels of leadership in any of the organizations surveyed, it will be realized, will vary with the character of the adult education program it offers. Predictably, however, *all* categories of organization will lean heavily on the service of part-time workers functioning as instructors or as volunteer assistants.

To summarize, the sample of 117 agencies, about half of them local in their service, represent ten categories of organization, in all eight corners of the province. Collectively, they report themselves to deploy $32 millions and the efforts of more than 5700 workers annually who function at four levels of leadership in the provision of adult education to nearly 400,000 adult learners.

## Preferences in the Amount, Content and Organization of Training

The last of the three surveys undertaken had as its purpose an examination of the preferences of one-third of the sample of 5745 adult educators identified, with respect to the *amount* of training they felt would be appropriate to themselves and its *content* and *organization*. The rate of response to the questionnaire distributed is as noted below:

**Table 15**

**Rate of Response to the Questionnaire, "Training for Adult Education: Preferences in the Amount, Content and Organization of Training", by Leadership Level**

| Leadership Level* | Distributed | Returned | Percent |
|---|---|---|---|
| a | 227 | 86 | 37.9 |
| b | 533 | 217 | 40.7 |
| c | 798 | 227 | 28.5 |
| d | 283 | 75 | 26.5 |
| Total | 1841 | 605 | 32.9 % |

*As characterized on pp. 147-148

Table 16

## Membership Affiliation of Respondents by Leadership Level

| Category of Organization | Level a Number | Level a Percent | Level b Number | Level b Percent | Level c Number | Level c Percent | Level d Number | Level d Percent | Total Number | Total Percent |
|---|---|---|---|---|---|---|---|---|---|---|
| Business and industry | 4 | 4.7 | 23 | 10.6 | 6 | 2.6 | 7 | 9.3 | 40 | 6.6 |
| University | 11 | 12.8 | 3 | 1.4 | 27 | 11.9 | 0 | 0.0 | 41 | 6.8 |
| School system | 14 | 16.3 | 8 | 3.7 | 75 | 33.0 | 14 | 18.7 | 111 | 18.3 |
| Government department or branch | 23 | 26.7 | 71 | 32.7 | 15 | 6.6 | 9 | 12.0 | 118 | 19.5 |
| College or technical institute | 7 | 8.1 | 36 | 16.6 | 40 | 17.6 | 2 | 2.7 | 85 | 14.0 |
| Agricultural or farm organization | 3 | 3.5 | 13 | 6.0 | 4 | 1.8 | 0 | 0.0 | 20 | 3.3 |
| Private trade school | 1 | 1.2 | 2 | 0.9 | 1 | 0.4 | 0 | 0.0 | 4 | 0.7 |
| Professional, para-professional, vocational or educational association | 3 | 3.5 | 10 | 4.6 | 5 | 2.2 | 2 | 2.7 | 20 | 3.3 |
| Labour organization | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 3 | 4.0 | 4 | 0.7 |
| Community agencies: social service, health, church, library, cultural or physical recreation | 17 | 19.8 | 46 | 21.2 | 32 | 14.1 | 35 | 46.7 | 130 | 21.5 |
| No response | 3 | 3.5 | 4 | 1.8 | 22 | 9.7 | 3 | 4.0 | 32 | 5.3 |
| Total | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

The overall rate of return was a satisfactory one-third, varying as to the leadership level of respondents. It will be noted that the greatest percentage response was from the younger full-time adult educators at the second level of responsibility.

The membership affiliation of respondents by leadership level is reported in Table 16. On the face of it, this appears a reasonably balanced cross-section of Alberta adult education personnel.

As is evident from Table 17, the ages of eighty percent of the respondents fell between twenty and forty-nine years. Of special note is the age of those in Leadership Level 'b' (which represents the pool of personnel from which leadership in adult education will predictably be drawn in the next decade), about sixty percent of whom are under thirty-five years of age. Clearly, youth predominates in adult education ranks.

**Table 17**

**Age of Respondents by Leadership Level**

| | Level a | | Level b | | Level c | | Level d | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Age | No. | % | No. | % | No. | % | No. | % | No. | % |
| Under 20 | 0 | 0.0 | 0 | 0.0 | 1 | 0.4 | 2 | 2.7 | 3 | 0.5 |
| 20 to 34 | 25 | 29.1 | 128 | 59.0 | 76 | 33.5 | 32 | 42.7 | 261 | 43.1 |
| 35 to 49 | 41 | 47.7 | 63 | 29.0 | 97 | 42.7 | 27 | 36.0 | 228 | 37.7 |
| Over 50 | 19 | 22.1 | 25 | 11.5 | 52 | 22.9 | 14 | 18.7 | 110 | 18.2 |
| No response | 1 | 1.2 | 1 | 0.5 | 1 | 0.4 | 0 | 0.0 | 3 | 0.5 |
| Total | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

A profile of respondents in terms of the highest level of formal education they had attained is set out in Table 18. Approximately one-third of all respondents would appear to have completed an undergraduate degree while over half of those in Leadership Level 'a' have completed some graduate training, figures which are doubtless much higher than those which would have been reported even a decade ago. These data have obvious relevance to the admissibility of potential trainees to institutional training programs.

Table 18

## Highest Level of Formal Education Attained by Respondents by Leadership Level

| Level of Formal Education | | Level a Number | Percent | Level b Number | Percent | Level c Number | Percent | Level d Number | Percent | Total Number | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School | 9 years or less | 0 | 0.0 | 0 | 0.0 | 4 | 1.8 | 3 | 4.0 | 7 | 1.2 |
| | 10 or more years | 5 | 5.8 | 27 | 12.4 | 27 | 11.9 | 16 | 21.3 | 75 | 12.4 |
| College/Technical Institute | 1 year | 3 | 3.5 | 7 | 3.2 | 9 | 4.0 | 3 | 4.0 | 22 | 3.6 |
| | 2 years | 1 | 1.2 | 13 | 6.0 | 12 | 5.3 | 4 | 5.3 | 30 | 5.0 |
| | 3 years | 0 | 0.0 | 6 | 2.8 | 9 | 4.0 | 4 | 5.3 | 19 | 3.1 |
| | 4 years | 1 | 1.2 | 6 | 2.8 | 14 | 6.2 | 2 | 2.7 | 23 | 3.8 |
| University | 1 year | 2 | 2.3 | 4 | 1.8 | 2 | 0.9 | 3 | 4.0 | 11 | 1.8 |
| | 2 years | 1 | 1.2 | 10 | 4.6 | 4 | 1.8 | 1 | 1.3 | 16 | 2.6 |
| | 3 years | 5 | 5.8 | 19 | 8.8 | 15 | 6.6 | 5 | 6.7 | 44 | 7.3 |
| | 4 years | 21 | 24.4 | 66 | 30.4 | 47 | 20.7 | 21 | 28.0 | 155 | 25.6 |
| Post Graduate | 1 year | 7 | 8.1 | 18 | 8.3 | 28 | 12.3 | 4 | 5.3 | 57 | 9.4 |
| | 2 years | 24 | 27.9 | 22 | 10.1 | 29 | 12.8 | 5 | 6.7 | 80 | 13.2 |
| | 3 years | 5 | 5.8 | 3 | 1.4 | 6 | 2.6 | 3 | 4.0 | 17 | 2.8 |
| | 4 years | 10 | 11.6 | 10 | 4.6 | 17 | 7.5 | 1 | 1.3 | 38 | 6.3 |
| No response | | 1 | 1.2 | 6 | 2.8 | 4 | 1.8 | 0 | 0.0 | 11 | 1.8 |
| Total | | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

Surprisingly, nearly eighty percent of all respondents had been involved in the provision of adult education for ten years or less and thirty-eight percent of them for three years or less. The data shown in Table 19 suggest a high staff turnover rate among part-time workers and confirm a rapid rate of growth in the number of organizations making some provision of adult education.

Table 19

Years Engaged by Respondents in any Capacity in Providing Adult Education by Leadership Level

| | Level a | | Level b | | Level c | | Level d | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Years | No. | % | No. | % | No. | % | No. | % | No. | % |
| 3 or fewer | 17 | 19.8 | 92 | 42.4 | 84 | 37.0 | 35 | 46.7 | 228 | 37.7 |
| 4 to 10 | 32 | 37.2 | 84 | 38.7 | 94 | 41.4 | 26 | 34.7 | 236 | 39.0 |
| More than 10 | 37 | 43.0 | 40 | 18.4 | 49 | 21.6 | 14 | 18.7 | 140 | 23.1 |
| No response | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 |
| Total | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

Predictably, the setting in which respondents worked, as Table 20 indicates, is largely urban, a reflection of the concentration of population in two major cities of the province, Edmonton and Calgary. Only one-sixth identified themselves as working mainly in a rural environment. Thus, with regard to ease of access to training of students presenting themselves, many would not be served were training to be confined to the two major cities.

Respondents were asked to indicate the types of training for adult education in which they had already participated. In the case of the leadership element in adult education which has major responsibilities in directing and shaping the overall program, groups 'a' and 'b', about two-thirds reported involvement only in the most informal of preparation such as reading or discussion with interested others, as Table 21 suggests. About one in four reported participation in short courses,

Table 20

**Setting in which most of the Respondents' Work in Adult Education is undertaken by Leadership Level**

| Setting | Level a |  | Level b |  | Level c |  | Level d |  | Total |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| City | 58 | 67.4 | 113 | 52.1 | 156 | 68.7 | 30 | 40.0 | 357 | 59.0 |
| Town | 13 | 15.1 | 45 | 20.7 | 50 | 22.0 | 27 | 36.0 | 135 | 22.3 |
| Rural | 13 | 15.1 | 58 | 26.7 | 16 | 7.0 | 17 | 22.7 | 104 | 17.2 |
| No response | 2 | 2.3 | 1 | 0.5 | 5 | 2.2 | 1 | 1.3 | 9 | 1.5 |
| Total | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

conferences or workshops and a very modest seven percent, professional preparation through substantial long-term courses. With respect to that army of part-time instructors and volunteers whose services are critically important to adult education, groups 'c' and 'd', the pattern of participation in training is reported as approximately the same. The level of preparation for the adult education task in both leadership ranks and in the large contingent of volunteer workers appears sketchy indeed.

In general, the value placed by *respondents* on the development of competence in the adult education task is consistently higher than that placed by their organizations and agencies as is evident in Table 22. This discrepancy is particularly obvious in Leadership Levels 'c' and 'd', that cadre of instructors on whom rests both the public reputation of the agency and the general efficiency of adult education. The implication is of a desire for training on the part of adult education workers which is not being met by the organizations which employ them.

A key section of this third field inquiry concerns the perceived importance *to the respondent's present work* of those subject elements which comprise adult education as a field of study and with respect to them how much training the respondent felt was required in each.

## Table 21

### Types of Training for Adult Education, Formal or Informal, in which Respondents have actually participated by Leadership Level

| | Frequency of Mention | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Level a | | Level b | | Level c | | Level d | | Total | |
| Types of Training | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| None | 0 | 0.0 | 7 | 1.1 | 32 | 5.9 | 2 | 1.0 | 41 | 2.4 |
| Personal reading | 68 | 24.2 | 165 | 24.9 | 122 | 22.6 | 54 | 26.1 | 409 | 24.2 |
| Discussion with other interested persons | 67 | 23.8 | 166 | 25.0 | 143 | 26.5 | 58 | 28.0 | 434 | 25.7 |
| Counselling by an experienced adult educator | 38 | 13.5 | 92 | 13.9 | 58 | 10.7 | 26 | 12.6 | 214 | 12.7 |
| Short courses, conferences, workshops | 72 | 25.6 | 175 | 26.4 | 118 | 21.9 | 58 | 28.0 | 423 | 25.0 |
| Substantial, long-term courses | 30 | 10.7 | 37 | 5.6 | 36 | 6.7 | 5 | 2.4 | 108 | 6.4 |
| Miscellaneous | 6 | 2.1 | 21 | 3.2 | 31 | 5.7 | 4 | 1.9 | 62 | 3.7 |
| Total | 281 | 100.0 | 663 | 100.0 | 540 | 100.0 | 207 | 100.0 | 1691 | 100.0 |

Table 22

**The Value Placed on the Development of Competence in the Adult Education Task through Training as Reported by Respondents by Leadership Level**

| | Level a | Level b | Level c | Level d | Total |
|---|---|---|---|---|---|
| Value placed by the respondent | 89.5 | 89.6 | 82.8 | 91.6 | 87.3 |
| Value placed by the organization through which respondent does his adult education work | 74.8 | 74.8 | 50.1 | 72.4 | 65.2 |

Note: Value Index may range from 0 to 100

It will be recollected that the model of content in adult education as a field of proposed study incorporated these six elements:

The adult learner: The psychological context

The adult learner: The sociological context

Adult education: The philosophical-historical context

Adult education: Methods and resources

Adult education systems: Organization and administration

Adult education: Provision to a particular clientele/environment.

Each of the six was delineated by a group of "subject-descriptors". Two of the elements, it will be remembered, relate to the psychological-sociological environment of the adult learner, one to the philosophical-historical context of adult education as a field, two to methodology, organization and administration and the last to the *application* of adult education as a field in a particular environment or to a particular clientele.

The aggregate response to this model of content, first in terms of the perceived importance of each element and then in terms of the degree of training felt to be required in each, is set out in Table 23.

Pursuing the analysis, Table 24 reports the perceived importance to respondents in their present work of each subject-descriptor in rank order. Of the sixteen subject-descriptors judged to be *most* important by *each* of the four leadership levels to present work, these twelve were common to all four:

20. Executing the adult education program: determining goals, program planning, syllabus design, involving the student and interested others, identifying and utilizing supporting resources, advertising, promotion, evaluation.

5. The nature of communication: its principles in speaking, writing, reading, listening, discussing, demonstrating, examining.

19. The various processes of adult education: discussion groups, case studies, role playing, individual or group discovery, demonstrations, simulation exercises, action research, report writing, lectures.

3. Characteristics of the adult learning situation: the adult's sense of parity with his teacher; his sense of autonomy, activity and passivity; the consequences of adult learning; problem centering as a focus of adult learning; adult judgements of meaningful learning; resistance to learning; adult capacity for generalization and the application of learning; self-directed learning.

11. The nature of leadership; various leadership roles; the development of leadership.

30. Decision-making processes in adult education administration: sharing decision making, collecting data and seeking alternatives, determining goals, planning the nature and quality of the learning experience, finance and facilities, selection, use and development of personnel, shaping community relations.

1. The implications for the adult program and method of adult differences in abilities, attitudes, interests, skills, social roles, preferred learning modes.

Table 23

### Perceived Importance and Degree of Training Required in Selected Topics in Adult Education as a field of Study by Leadership Level

| Topic | Perceived importance of topic to present work by leadership level | | | | | Perceived degree of training required by leadership level | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | a | b | c | d | Total | a | b | c | d | Total |
| 1. The implications for adult program and method of adult differences in abilities, attitudes, interests, skills, social roles, preferred learning modes. | 77.5 | 80.3 | 70.9 | 76.9 | 76.0 | 64.3 | 67.0 | 61.7 | 68.4 | 64.8 |
| 2. The implications for adult program and method of the adult's disposition or set; of his feelings linked to past experience; of his knowledge accumulated from the past. | 73.3 | 74.0 | 68.4 | 69.3 | 71.2 | 59.7 | 61.4 | 56.8 | 60.4 | 59.3 |
| 3. Characteristics of the adult learning situation: the adult's sense of parity with his teacher; his sense of autonomy, activity and passivity; the consequences of adult learning; problem centering as a focus of adult learning; adult judgements of meaningful learning; resistance to learning; adult capacity for generalization and the application of learning; self-directed learning. | 81.8 | 80.8 | 75.5 | 75.6 | 78.3 | 65.9 | 69.9 | 65.5 | 67.1 | 67.3 |
| 4. The significance for adult education program of the adult's awareness of time and the effect of this on his perspective, his orientation, his motivation. | 69.4 | 67.9 | 63.0 | 66.2 | 66.1 | 54.3 | 55.9 | 51.1 | 57.8 | 54.1 |
| 5. The nature of communication: its principles in speaking, writing, reading, listening, discussing, demonstrating, examining. | 89.5 | 91.2 | 85.0 | 90.7 | 88.6 | 65.1 | 70.5 | 65.6 | 73.3 | 68.3 |

|  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|
| 6. Physiological characteristics of aging: the effect of aging on the ability to learn and on motivation to learning. | 60.9 | 58.7 | 58.3 | 58.7 | 58.8 | 58.1 | 54.5 | 54.3 | 54.2 | 54.9 |
| 7. The implications of particular social factors on adult education program and method, e.g. age, sex, occupation, religion, culture, behaviour patterns, etc. | 71.7 | 63.7 | 56.8 | 63.6 | 62.3 | 60.1 | 55.9 | 50.2 | 54.7 | 54.2 |
| 8. Group behaviour as it affects adult education method. | 79.5 | 73.4 | 66.8 | 70.7 | 71.5 | 65.5 | 65.0 | 58.4 | 61.8 | 62.2 |
| 9. The impact of social change on the adult's motivation to learning and on adult education practice, e.g. changes in traditions, in values, in mobility, in laws, in technology, in politics, in economics. | 82.2 | 71.4 | 62.0 | 71.1 | 69.4 | 70.9 | 65.0 | 57.3 | 64.0 | 62.8 |
| 10. The effect on adult education practice in an area, of population size, composition, distribution and the physical environment. | 67.1 | 55.1 | 51.1 | 60.9 | 56.0 | 57.4 | 51.1 | 46.7 | 53.3 | 50.6 |
| 11. The nature of leadership; various leadership roles; the development of leadership. | 79.5 | 80.0 | 68.6 | 79.6 | 75.6 | 60.5 | 68.4 | 61.8 | 72.4 | 65.3 |
| 12. The effect of mass communication on informal adult learning and its implications for organized adult education. | 69.8 | 69.6 | 63.1 | 64.4 | 66.6 | 63.6 | 66.4 | 57.4 | 58.2 | 61.6 |
| 13. The relationship to adult learning of the political or ethical or moral or religious or historical views or values of both the adult educator and his student. | 60.1 | 56.7 | 50.7 | 58.7 | 55.2 | 52.7 | 51.3 | 48.9 | 53.8 | 50.9 |
| 14. The precise meaning of and implication for adult education program and method of such terms as "teaching", "learning", "needs", "individual autonomy", "democracy", "relevance", "practical", and "theoretical". | 62.0 | 57.1 | 57.3 | 53.3 | 57.4 | 50.8 | 52.4 | 51.1 | 49.3 | 51.3 |
| 15. The significance of alternate teacher roles in adult education: the teacher as discussant, or visible authority, or consultant, or coordinator, or facilitator or adviser. | 76.4 | 77.0 | 71.5 | 73.3 | 74.4 | 60.9 | 65.3 | 60.4 | 63.1 | 62.5 |

| Topic | Perceived importance of topic to present work by leadership level | | | | | Perceived degree of training required by leadership level | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | a | b | c | d | Total | a | b | c | d | Total |
| 16. The rationale for the investment of public or private resources in the education or training of adults. | 73.6 | 65.4 | 64.7 | 72.4 | 67.2 | 55.0 | 54.5 | 55.1 | 60.0 | 55.5 |
| 17. The implications for teacher and student and for program and method of adult education directed towards "remedial" or "developmental" or "socializing" or "adjusting" goals. | 66.7 | 61.4 | 55.9 | 61.8 | 60.2 | 57.4 | 58.1 | 52.6 | 57.8 | 55.9 |
| 18. The application of history—i.e. previous experience in adult education—and of historical method to current adult education problems and ideas. | 55.0 | 51.0 | 48.7 | 46.2 | 50.1 | 51.9 | 49.9 | 45.7 | 44.4 | 47.9 |
| 19. The various processes of adult education: discussion groups, case studies, role playing, individual or group discovery, demonstrations, simulation exercises, action research, report writing, lectures. | 86.8 | 83.3 | 74.6 | 78.7 | 80.0 | 68.2 | 75.6 | 65.5 | 70.7 | 70.1 |
| 20. Executing the adult education program: determining goals, program planning, syllabus design, involving the student and interested others, identifying and utilizing supporting resources, advertising, promotion, evaluation. | 91.5 | 86.5 | 77.7 | 84.0 | 83.6 | 73.3 | 76.8 | 67.5 | 76.4 | 72.8 |
| 21. Identifying the adult clientele to be served and determining its educational needs. | 84.5 | 77.9 | 64.3 | 78.7 | 73.8 | 67.1 | 67.4 | 55.8 | 66.2 | 62.9 |
| 22. The counselling of students: principles and effective techniques. | 69.4 | 73.3 | 64.6 | 63.5 | 68.3 | 59.3 | 66.7 | 58.9 | 61.8 | 62.1 |
| 23. Identifying learning resources, recognizing their possibilities and their effective use: experts and authorities, radio, newspapers, television, films, slides, records, charts, diagrams, chalkboards, etc. | 77.5 | 82.0 | 72.0 | 77.8 | 77.0 | 62.0 | 67.4 | 60.6 | 68.0 | 64.2 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 24. Research in adult education: techniques of research; applying research results; facilitating learner-teacher development of new data. | 68.6 | 63.1 | 57.3 | 56.9 | 60.9 | 64.0 | 63.6 | 54.8 | 57.8 | 59.6 |
| 25. The historical development of adult education, its present structure, relationships among the adult educational components in the community, its place in the whole network of education. | 53.5 | 46.7 | 45.2 | 48.0 | 47.3 | 49.2 | 47.8 | 43.9 | 47.1 | 46.4 |
| 26. Alternative provincial or regional methods of organization for the provision of adult education. | 67.4 | 54.8 | 55.9 | 58.2 | 57.5 | 54.7 | 51.5 | 53.4 | 54.2 | 53.0 |
| 27. The statutory framework within which adult education functions. | 62.4 | 49.6 | 51.4 | 52.9 | 52.6 | 55.0 | 49.3 | 48.7 | 47.6 | 49.7 |
| 28. Economic, political and social factors as elements in the long-run determination of adult education program. | 67.8 | 59.6 | 55.5 | 60.9 | 59.4 | 61.2 | 56.2 | 50.5 | 53.8 | 54.5 |
| 29. The effect on the administration of adult education of personal differences in perceptions of the task, of the roles and goals of other adult education agencies, of the parent body in which adult education is a subsidiary thrust. | 65.1 | 55.5 | 55.1 | 62.2 | 57.5 | 56.2 | 52.1 | 51.1 | 55.6 | 52.7 |
| 30. Decision-making processes in adult education administration: sharing decision making, collecting data and seeking alternatives, determining goals, planning the nature and quality of the learning experience, finance and facilities, selection, use and development of personnel, shaping community relations. | 79.5 | 73.7 | 66.4 | 76.9 | 72.2 | 69.0 | 65.9 | 59.2 | 68.4 | 64.1 |
| 31. The provision of adult education to disadvantaged ethnic groups, or to learners in specific institutional settings such as prisons, hospitals, sanitaria, or to the disabled, or the elderly, or to those scattered in the hinterland, or within the framework of the "community education" concept, or as a function of a church or of a social organization. | 71.3 | 67.1 | 64.6 | 67.6 | 66.8 | 65.5 | 65.1 | 60.2 | 61.3 | 62.9 |

Note: Value Index may range from 0 to 100

Table 24

## Selected Topics in Adult Education as a Field of Study, in Order According to Perceived Importance by Leadership Level

| Level a | | Level b | | Level c | | Level d | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Topic No. | Per. Imp. | Topic No. | Per. Imp. | Topic No. | Per. Imp. | Topic No. | Per. Imp. | Topic No. | Per. Imp. |
| 20 | 91.5 | 5 | 91.2 | 5 | 85 | 5 | 90.7 | 5 | 88.6 |
| 5 | 89.5 | 20 | 86.5 | 20 | 77.7 | 20 | 84 | 20 | 83.6 |
| 19 | 86.8 | 19 | 83.3 | 3 | 75.5 | 11 | 79.6 | 19 | 80 |
| 21 | 84.5 | 23 | 82 | 19 | 74.6 | 19 | 78.7 | 3 | 78.3 |
| 9 | 82.2 | 3 | 80.8 | 23 | 72 | 21 | 78.7 | 23 | 77 |
| 3 | 81.8 | 1 | 80.3 | 15 | 71.5 | 23 | 77.8 | 1 | 76 |
| 8 | 79.5 | 11 | 80 | 1 | 70.9 | 1 | 76.9 | 11 | 75.6 |
| 11 | 79.5 | 21 | 77.9 | 11 | 68.6 | 30 | 76.9 | 15 | 74.4 |
| 30 | 79.5 | 15 | 77 | 2 | 68.4 | 3 | 75.6 | 21 | 73.8 |
| 1 | 77.5 | 2 | 74 | 8 | 66.8 | 15 | 73.3 | 30 | 72.2 |
| 23 | 77.5 | 30 | 73.7 | 30 | 66.4 | 16 | 72.4 | 8 | 71.5 |
| 15 | 76.4 | 8 | 73.4 | 16 | 64.7 | 9 | 71.1 | 2 | 71.2 |
| 16 | 73.6 | 22 | 73.3 | 22 | 64.6 | 8 | 70.7 | 9 | 69.4 |
| 2 | 73.3 | 9 | 71.4 | 31 | 64.6 | 2 | 69.3 | 22 | 68.3 |
| 7 | 71.7 | 12 | 69.6 | 21 | 64.3 | 31 | 67.6 | 16 | 67.2 |
| 31 | 71.3 | 4 | 67.9 | 12 | 63.1 | 4 | 66.2 | 31 | 66.8 |
| 12 | 69.8 | 31 | 67.1 | 4 | 63 | 12 | 64.4 | 12 | 66.6 |
| 4 | 69.4 | 16 | 65.4 | 9 | 62 | 7 | 63.6 | 4 | 66.1 |
| 22 | 69.4 | 7 | 63.7 | 6 | 58.3 | 22 | 63.3 | 7 | 62.3 |
| 24 | 68.6 | 24 | 63.1 | 14 | 57.3 | 29 | 62.6 | 24 | 60.9 |
| 28 | 67.8 | 17 | 61.4 | 24 | 57.3 | 17 | 61.8 | 17 | 60.2 |
| 26 | 67.4 | 28 | 59.6 | 7 | 56.8 | 10 | 60.9 | 28 | 59.4 |
| 10 | 67.1 | 6 | 58.7 | 17 | 55.9 | 28 | 60.9 | 6 | 58.8 |
| 17 | 66.7 | 14 | 57.1 | 26 | 55.9 | 6 | 58.7 | 26 | 57.5 |
| 29 | 65.1 | 13 | 56.7 | 28 | 55.5 | 13 | 58.7 | 29 | 57.5 |
| 27 | 62.4 | 29 | 55.5 | 29 | 55.1 | 26 | 58.2 | 14 | 57.4 |
| 14 | 62 | 10 | 55.1 | 27 | 51.4 | 24 | 56.9 | 10 | 56 |
| 6 | 60.9 | 26 | 54.8 | 10 | 51.1 | 14 | 53.3 | 13 | 55.2 |
| 13 | 60.1 | 18 | 51 | 13 | 50.7 | 27 | 52.9 | 27 | 52.6 |
| 18 | 55 | 27 | 49.6 | 18 | 48.7 | 25 | 48 | 18 | 50.1 |
| 25 | 53.5 | 25 | 46.7 | 25 | 45.2 | 18 | 46.2 | 25 | 47.3 |

**Note:** Value Index may range from 0 to 100

23. Identifying learning resources, recognizing their possibilities and their effective use: experts and authorities, radio, newspapers, television, films, slides, records, charts, diagrams, chalkboards, etc.

21. Identifying the adult clientele to be served and determining its educational needs.

8. Group behaviour as it affects adult education method.

15. The significance of alternate teacher roles in adult education: the teacher as discussant, or visible authority, or consultant, or coordinator, or facilitator or adviser.

2. The implications for adult program and method of the adult's disposition or set; of his feelings linked to past experience; of his knowledge accumulated from the past.

Of seven subject descriptors held to be *least* important, these four were common to all four groups:

27. The statutory framework within which adult education functions.

13. The relationship to adult learning of the political or ethical or moral or religious or historical views or values of both the adult educator and his student.

18. The application of history—i.e. previous experience in adult education—and of historical method to current adult education problems and ideas.

25. The historical development of adult education, its present structure, relationships among the adult educational components in the community, its place in the whole network of education.

There would thus appear to be a considerable correspondence of opinion among all leadership levels as to what is important with respect to content in a program of training for adult education.

Turning to a related question, the degree of training required, of the sixteen subject-descriptors judged to be those in which most training was *most* required, twelve were common to all four leadership levels:

1. The implications for the adult program and method of adult differences in abilities, attitudes, interests, skills, social roles, preferred learning modes.

3. Characteristics of the adult learning situation: the adult's sense of parity with his teacher; his sense of autonomy, activity and passivity; the consequences of adult learning; problem centering as a focus of adult learning; adult judgements of meaningful learning; resistance to learning; adult capacity for generalization and the application of learning; self-directed learning.

5. The nature of communication: its principles in speaking, writing, reading, listening, discussing, demonstrating, examining.

19. The various processes of adult education: discussion groups, case studies, role playing, individual or group discovery, demonstrations, simulation exercises, action research, report writing, lectures.

20. Executing the adult education program: determining goals, program planning, syllabus design, involving the student and interested others, identifying and utilizing supporting resources, advertising, promotion, evaluation.

9. The impact of social change on the adult's motivation to learning and on adult education practice, e.g. changes in traditions, in values, in mobility, in laws, in technology, in politics, in economics.

21. Identifying the adult clientele to be served and determining its educational needs.

8. Group behaviour as it affects adult education method.

31. The provision of adult education to disadvantaged ethnic groups, or to learners in specific institutional settings

> such as prisons, hospitals, sanitaria, or to the disabled, or the elderly, or to those scattered in the hinterland, or within the framework of the "community education" concept, or as a function of a church or of a social organization.
>
> 23. Identifying learning resources, recognizing their possibilities and their effective use: experts and authorities, radio, newspapers, television, films, slides, records, charts, diagrams, chalkboards, etc.
>
> 15. The significance of alternate teacher roles in adult education: the teacher as discussant, or visible authority, or consultant, or coordinator, or facilitator or adviser.
>
> 11. The nature of leadership; various leadership roles; the development of leadership.

Of the seven subject-descriptors judged to be those in which *least* training was required, four were held in common:

> 18. The application of history–i.e. previous experience in adult education–and of historical method to current adult education problems and ideas.
>
> 25. The historical development of adult education, its present structure, relationships among the adult educational components in the community, its place in the whole network of education.
>
> 27. The statutory framework within which adult education functions.
>
> 13. The relationship to adult learning of the political or ethical or moral or religious or historical views or values of both the adult educator and his student.

Again, there is suggested a substantial correspondence of view among the various leadership levels. Moreover, there is an obvious correlation between perceptions of the relative importance of the subject-descriptors and the degree of training in them.

In anticipation that there might be other specific topics which were thought to be important, respondents were invited

Table 25

## Subjects which Comprise Adult Education as a Field of Study Ranked according to Their Perceived Importance and according to the Degree of Training Required, by Leadership Level

| Subjects* | Perceived importance of subject to present work by leadership level | | | | | Perceived degree of training required by leadership level | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | a | b | c | d | Total | a | b | c | d | Total |
| The Adult Learner: The Psychological Context<br>e.g. differences among adults; implications of adult experience; characteristics of adult learning; impact of adult perception of time; communication; aging. | 75.4<br>(2) | 75.5<br>(2) | 70.2<br>(1) | 72.9<br>(2) | 73.2<br>(2) | 61.2<br>(4) | 63.2<br>(3) | 59.2<br>(3) | 63.6<br>(2) | 61.5<br>(3) |
| The Adult Learner: The Sociological Context<br>e.g. impact of various social factors; group behaviour; significance of societal changes; significance of demographic differences; the nature of leadership. the mass media and learning. | 74.9<br>(3) | 68.9<br>(3) | 61.4<br>(4) | 68.4<br>(3) | 66.9<br>(3) | 63.0<br>(3) | 62.0<br>(4) | 55.3<br>(4) | 60.7<br>(4) | 59.5<br>(4) |
| Adult Education: The Philosophical-Historical Context<br>e.g. political, ethical, moral, religious views related to adult learning; the precise meaning of terms conventionally used in adult education; alternate teaching roles; the rationale for public adult education provision; adult education goals; historical perspectives of adult education. | 65.6<br>(6) | 61.4<br>(5) | 58.1<br>(5) | 61.0<br>(5) | 60.7<br>(5) | 54.8<br>(6) | 55.2<br>(5) | 52.3<br>(5) | 54.7<br>(5) | 54.0<br>(5) |
| Adult Education: Methods and Resources<br>e.g. adult education processes; program development. clientele identification; adult counselling; research; learning resources. | 79.7<br>(1) | 77.7<br>(1) | 68.4<br>(2) | 73.3<br>(1) | 73.9<br>(1) | 65.6<br>(1) | 69.6<br>(1) | 60.5<br>(1) | 66.8<br>(1) | 65.3<br>(1) |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Adult Education Systems:** Organization and Administration e.g. adult education in the education system; state organization of adult education; statutory regulation of adult education; effect of economic, political, social factors on adult education; administering the adult education organization; decision making. | 66.0 | 56.7 | 54.9 | 59.9 | 57.7 | 57.6 | 53.8 | 51.1 | 54.4 | 53.4 |
| | (5) | (6) | (6) | (6) | (6) | (5) | (6) | (6) | (6) | (6) |
| **Adult Education:** Provision to a Particular Clientele/Environment e.g. in prisons, hospitals, sanitaria; to disabled, elderly or scattered adults; to particular institutional groups in churches, social organizations, etc. | 71.3 | 67.1 | 64.6 | 67.6 | 66.8 | 65.5 | 65.1 | 60.2 | 61.3 | 62.9 |
| | (4) | (4) | (3) | (4) | (4) | (2) | (2) | (2) | (3) | (2) |

*These six subject elements together comprise a model of adult education as a field of study. The development of the model is set out on pp. 71-87.

Note: Value Index may range from 0 to 100. Rank Order Indicated in Parenthesis.

to add additional descriptors; few were offered and of those, few which could not readily be subsumed in the thirty-one already proposed.

These data are summarized in Table 25: the six elements included in the model of adult education content are depicted in terms of the value index accorded each and in terms of the rank order of each.

Respondents were invited to indicate the most important problems they faced in their adult education work. These unmistakably clustered around these themes:

> The inability to gain the support and commitment of the organization's board or other officials.
>
> The difficulty in monitoring community needs in adult education effectively.
>
> The inadequacy of funds and resources for adult education.
>
> Ineffectiveness in the area of marketing and promotion.

It will be noted immediately that all of these have to do with the organization and administration of adult education which, curiously, is the subject area ranked lowest by respondents in terms of the degree of training which was felt to be needed.

A further question asked respondents to indicate what maximum *annual* period each might be willing to invest in training for adult education. In the main, responses were found to be consistent across leadership levels. Fewer than three percent indicated their unwillingness to invest *any* time in training. Of the balance, thirty percent (options 1 and 2) reported willingness to invest time annually sufficient to complete one or two courses of normal university length. One-third, the modal group, reported themselves prepared to invest the hourly equivalent of up to a week of full-time instruction while one-quarter indicated willingness to invest a half-week annually. The remainder, nine percent, opted for a maximum annual investment in instructional time of one half-day. While a variety of factors would influence actual decisions, the willingness of respondents to invest time in their training as adult educators seems evident.

## Table 26

## Maximum Annual Period which Respondents might be willing to Invest in Training for Adult Education by Leadership Level*

| Period Options | Level a Choice | Level a Percent | Level b Choice | Level b Percent | Level c Choice | Level c Percent | Level d Choice | Level d Percent | Total No. | Total Percent |
|---|---|---|---|---|---|---|---|---|---|---|
| One day a week for 26 weeks a year (156 hours) | 52 | 12.1 | 122 | 10.8 | 132 | 12.7 | 47 | 12.7 | 353 | 11.9 |
| One spring or summer session of 6 weeks (65 hours) | 66 | 15.3 | 228 | 20.1 | 179 | 17.2 | 62 | 16.8 | 535 | 18.0 |
| One week-long or two three-day-long sessions (35 hours) | 151 | 35.1 | 424 | 37.4 | 298 | 28.6 | 126 | 34.1 | 999 | 33.6 |
| One three-day session (18 hours) | 109 | 25.3 | 264 | 23.3 | 268 | 25.7 | 95 | 25.7 | 736 | 24.7 |
| One half-day session (3 hours) | 40 | 9.3 | 78 | 6.9 | 120 | 11.5 | 30 | 8.1 | 268 | 9.0 |
| None | 12 | 2.8 | 17 | 1.5 | 46 | 4.4 | 10 | 2.7 | 85 | 2.9 |
| Total | 430 | 100.0 | 1133 | 100.0 | 1043 | 100.0 | 370 | 100.0 | 2976 | 100.0 |

*A weight of 3, 2 or 1 is given to first, second and third choices respectively.

## Table 27

## Formats of Training Preferred by Respondents by Leadership Level*

| Optional Formats of Training Preferred | Level a Choice | Level a Percent | Level b Choice | Level b Percent | Level c Choice | Level c Percent | Level d Choice | Level d Percent | Total No. | Total Percent |
|---|---|---|---|---|---|---|---|---|---|---|
| A university graduate degree. | 63 | 13.9 | 113 | 9.4 | 104 | 8.7 | 21 | 5.2 | 301 | 9.3 |
| A university diploma complementary to an undergraduate degree. | 26 | 6.2 | 128 | 10.7 | 98 | 8.2 | 26 | 6.4 | 280 | 8.6 |
| A college or technical institute or university certificate. | 36 | 8.0 | 128 | 10.7 | 121 | 10.1 | 35 | 8.7 | 320 | 9.8 |
| A directed, independent study course, involving reading and assignments and tutorial sessions. | 93 | 20.6 | 225 | 18.8 | 207 | 17.3 | 92 | 22.8 | 617 | 19.0 |
| Participation in occasional short courses or workshops or conferences of a few days duration. | 159 | 35.2 | 378 | 31.6 | 399 | 33.4 | 145 | 35.9 | 1081 | 33.3 |
| On-the-job training, e.g. regular guidance by experienced adult educators. | 63 | 13.9 | 217 | 18.1 | 221 | 18.5 | 81 | 20.0 | 582 | 17.9 |
| No training is necessary | 10 | 2.2 | 8 | 0.7 | 45 | 3.8 | 4 | 1.0 | 67 | 2.1 |
| Total | 452 | 100.0 | 1197 | 100.0 | 1195 | 100.0 | 404 | 100.0 | 3248 | 100.0 |

*A weight of 3, 2 or 1 is given to first, second and third choices respectively.

Preferred options in the format of training, reported in Table 27, were also canvassed. Nearly one-half preferred one or other of four *formal* formats (options 1 to 4), each consistent with current university practice in the offering of formal courses. Fifty-one percent preferred an *informal* format (options 5 and 6). However, it will be noted that those with a "professional" stake in adult education, groups 'a' and 'b', indicate, in the main, a greater willingness to invest time in the *formal* formats of training.

These data are lent support in Table 28 below which suggests that, in recognition of their involvement in training, forty-seven percent would prefer to receive credit towards a degree or diploma or certificate.

**Table 28**

**The Kind of Acknowledgement of any Training Undertaken in Adult Education Preferred by Respondents by Leadership Level**

| Kind of acknowledgement | Level a No. | Level a % | Level b No. | Level b % | Level c No. | Level c % | Level d No. | Level d % | Total No. | Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| None; it doesn't matter | 36 | 41.9 | 52 | 23.9 | 69 | 30.4 | 26 | 34.7 | 183 | 30.2 |
| A statement or letter to the adult education agency employing me | 12 | 14.0 | 37 | 17.1 | 56 | 24.7 | 16 | 21.3 | 121 | 20.0 |
| Credit toward a degree or diploma or certificate | 36 | 41.9 | 120 | 55.3 | 97 | 42.7 | 30 | 40.0 | 283 | 46.8 |
| Miscellaneous | 2 | 2.3 | 8 | 3.7 | 5 | 2.2 | 3 | 4.0 | 18 | 3.0 |
| Total | 86 | 100.0 | 217 | 100.0 | 227 | 100.0 | 75 | 100.0 | 605 | 100.0 |

A supplementary question put to respondents invited direction on how training should be organized. These prime concerns dominated the responses:

> Respondents urged that programs of training for adult education should be equally accessible to those *outside* of the province's two major cities, Edmonton and Calgary.

> Strong feeling was expressed that the content offered should reflect particular local needs.
>
> If training is to be accessible to adult educators, it must be scheduled so as to be *mutually* convenient to both trainer and trainee.
>
> Respondents placed strong emphasis on that kind of training which would emphasize the practical, de-emphasize what was termed the "academic".
>
> Further, the training offered must link the theory offered with field practice under adequate supervision.

At a second level in terms of frequency of mention were these three themes:

> The trainers must themselves be well prepared *and* thoroughly experienced.
>
> The content of training should be formulated in consultation with the trainees.
>
> Greater emphasis should be placed on the development of inter-agency discussion among adult educators performing like tasks.

The unmistakable residual impression is that of demand for "practical" training. Which does not mean, necessarily, the absence of theory in training but rather the identification of and assistance in the application of *relevant* theory to the field situations experienced by the trainee. The growth of a practitioner is rooted in theory. What those long experienced in the training of public school teachers know is this: that early in their careers, teachers clamour for the practical in training; but that within a decade, they will have concluded that what is most important to their development is an understanding of the philosophical, historical, psychological, sociological underpinnings of their field. It is a case of the old aphorism: that the "practical" man is the one who repeats the mistakes of his ancestors. The two other related views warrant emphasis. The first is the importance attached by these intending students—as, indeed, *any* adult students—to their involvement in the planning of their education. The second emphasizes the recruitment as instructors in adult education of those who are themselves prepared *as adult educators* both in terms of experience and in terms of their academic preparation in adult education as a field of study.

The following opinions volunteered by respondents lend weight to these joint concerns:

> Training should be developed from the expressed needs of the people who are to be educated. . . . Courses given should be uniform, as to content, over the whole Province.
>
> [Training] must involve adult learners in deciding on content and process to be used in training program. Flexibility from point of view of learners.
>
> I hope this questionnaire won't be used to try to justify the erection of another enormous complex by [institution] . . . to serve the needs of adult educators. [Training resources] should be taken to where the action,is, i.e. throughout the province. Please let's not use it to empire build.
>
> Get it away from the University into in-service settings. Universities continue to overemphasize the academic. (From a respondent reporting four years of graduate level training.)
>
> Make training centres operate out of small community-based institutes. . . . Edmonton and Calgary are inaccessible for a course of any length.
>
> I feel considerable time should be spent in a 'practice' situation so the new instructor can apply learned skills in a test environment.
>
> We badly need a listing of the training resources available and the types of skills which might be tapped throughout the province. There is also a broad need for an association or symposium or conference of persons involved in the adult training/education area for information exchange etc.

> . . . Academic courses conceived in the time frame and climate of the average university department rarely effectively meet the *perceived needs* of the average overloaded front line field-worker. *Never* let that out of your sight or you will only add another frustrated hope to their load!

> Certainly not based on the typical 'University' model. Regionally in order to make the training more available to those at some distance from the University.

> . . . Emphasis on practical teaching. I would like to see successful people in the field presenting the majority of the program as all too often the experts on theory present things that aren't relevant to what we do. At least let any proposed lecturer view a program so he knows what we are doing.

> I feel it is extremely important that training of adult educators be carried on by the Faculty of Extension. . . . The Faculty of Extension is closer to the intended audience, and has far more potential in program development. . . . Extension is more flexible and responsive to needs.

Such expressions, many times amplified in the responses, reflect deeply-held convictions which it would be folly to ignore.

As Mark Twain has it, "There are lies, damned lies–and statistics." The critical reader will be wary of concluding more from these data than is warranted, for two reasons. The sample polled, while large and seemingly balanced as to kind of organization and geographical location, cannot irrefutably be claimed to mirror adult education in Alberta perfectly; the fact is that *all* adult education agencies and their personnel in the province have yet to be identified, a task which warrants immediate attention. Further, a portion of these data is recorded in terms of respondent *opinion* with all the whims that attend. Therefore, this evidence ought reasonably to be construed as a useful approximation to fact rather than as the unarguable conclusions of statistical science.

In the collective judgement of 142 senior organization officers representative of the social, economic, educational and political environment of Alberta, the demand for adult education personnel will grow rapidly, their training in adult education is essential. To this view is coupled positive assurance that they will be assisted to undertake that training. Which prompts this entirely reasonable conjecture: that if financial recognition were made for qualifications in the field of adult education and if one were to take into account the need for training in this field of people in allied professions to whom the skills of the adult educator are of value – social workers, nurses, youth leaders, etc. – the potential demand for service in-training would be dramatically increased.

What is evident from the second field study, supported by evidence from other sources, is that the spectrum of organizations and agencies in Alberta engaged in the provision of adult education is very much more broad than is commonly supposed, as is the number of adult education workers, full-time and part-time, which they engage. Indeed, the assumption that, in terms of the definitions applied, there are as many as 700 such organizations and perhaps 10,000 adult educators seems not unreasonable. That estimate is lent support by the evidence in this survey, by that drawn from Statistics Canada, and by the estimate that about 400,000 Albertans are being served by adult educators. Equally significant, the aggregate financial resources employed by these organizations is an impressive sum, perhaps of the order of $50 millions. (The very size of that figure leads one to speculate as to what might be accomplished in improving the general quality of adult education in Alberta if as little as one-half of one percent of it were applied to the training function.)

The data confirm that those performing the adult education task are relatively young, particularly that large group from which will be drawn the leadership in the field in the next decade, and that their level of general education is uniformly high. Their experience in the field of adult education, however, reckoned in years is limited, a tribute to its recent rapid growth.

Their general education aside, the participation of adult education practitioners in formal training in adult education as a field is scant indeed. This fact is markedly inconsistent with the financial resources invested in adult education by society and with the level of competence the adult student has a right to expect in the design of his education. Since opportunities for formal training in the field in Alberta do not exist, those with principal leadership responsibility in adult education are hindered in attaining a broad grasp of that field with its roots in the social sciences, and of its research-based methodology. The part-time worker, instructor and volunteer, for his part, is particularly vulnerable as the traditional adult teaching role shifts from that of conveyor of knowledge and skills to that of facilitator and resource person in the process of self-directed enquiry by the adult learner. Certainly, the teacher must have a sound knowledge of his field; *but he must also be a successful practitioner of his subject or skill.*

The study suggests that considerable value is placed by adult educators, whatever their level of functioning, on the development of competence in the performance of adult education tasks. Seemingly, it is the lack of concerted will of adult education organizations as a group which lags behind the aspirations of adult education field workers for access to formal training.

On the matter of content in training, useful evidence is provided both as to what respondents perceive as properly belonging to the field of adult education and also where their training needs lie. It is these data which provide a point of departure for the design of training courses specifically appropriate to Alberta adult educators, which suggest critical, specific requirements in training personnel and which indicate the particular kind of learning resources required. The data tended to confirm Clark's (1960) argument that, in general terms, the training needs of a heterogeneous group of adult education organizations are the same, though the *balance* in the emphasis required in each may vary. It also supports White's (1956) parallel finding, that adult education leaders, though drawn from a variety of organizations, have a common interest in a discrete set of specifically identifiable topics.

One caveat ought properly to be registered with respect to these data: that they represent the input of the potential student body, an input which ought reasonably to be matched by that of skilled instructors recruited for the task and by that of agencies sponsoring training.

A most significant conclusion to be drawn from this survey is the clearly-expressed willingness of adult educators at all leadership levels to invest time in training, a willingness which ought not to be undervalued. Moreover, when taken in conjunction with the opinion of senior leadership that future adult educators require training, and should be supported in training, there is reason to believe that the demand for training is substantial.

Finally, the force, clarity, and conviction with which respondents express themselves on the matter of *how* training ought to be organized and the specific concerns they report ought not to be ignored.

Reduced to the minimum, the evidence offered by nearly 800 Alberta respondents is this:

> *Adult education is a large and significant part of the educational framework in Alberta.*
>
> *There is a substantial demand for training for adult education, present and future.*
>
> *There is considerable consensus as to preferred training content.*
>
> *There is considerable consensus as to preferred formats of training.*
>
> *There are clearly held, general views as to how training should be organized and presented.*

## 6. CONCLUSIONS

"If we could first know where we are and whither we are tending," Lincoln observed, "we could then better judge what to do and how to do it."

Towards the end of determining where adult education is and where tending, this study has reviewed the unique characteristics of the field and its current development, assessed the contributions from the literature as they relate to training, research and organization, reported observed practices in training in Britain and North America and, finally, examined the perceptions and the preferences of a sample of adult educators with respect to the content and organization of training. The end in view has been to elicit those strategies of development which have potential to consolidate and strengthen adult education as a field of study and practice and, thus, to enlarge its output and improve its quality.

In this final chapter will be summarized the major conclusions flowing out of the examination of these several bodies of evidence. In the main, these conclusions have applicability beyond provincial and national boundaries. A single recommendation is directed to the province of Alberta.

### Adult Education as a Field of Study and Practice

Even a cursory examination of the field reveals that many definitions are used interchangeably to describe this branch of education all of which can be subsumed under the rubric *adult education*. The existence of this wide array of definitions suggests two conclusions: that there are many facets of adult education practice; and that all draw on a branch of education which is distinct in its character. What is readily apparent, and this is a factor of obvious importance in considering changes to its regional organization, is the great breadth of the spectrum of adult education agencies, one much more extensive than is commonly supposed. In its basic characteristics, adult education is a particular and unique element of the education system. The evidence is convincing that the processes of adult learning, adult motivation to learning, are sufficiently different from the motivation and learning of children to justify special training for those involved as adult education organizers or as teachers of adults. Quite obviously, any strategy for the development of adult education leadership must take account of the distinctive character of this branch of education.

Adult education is *not* community work nor is it social service or community development. Its *claim to support* lies in the improvements it can effect in the quality of the local community. Its *justification* is as education: as a system of teaching and learning.

Adult education as a "movement" has been superseded by adult education as a rapidly emerging field of study moving towards a professionalism based not on control or on regulation but on demonstrable competence. Clearly, a principal strategy in the development of leadership in adult education lies in assisting adult educators to achieve that competence.

In successive stages, the adult education program in Canada as elsewhere has come to embrace education for vocation, education for the improvement of the quality of life, and education for the upgrading of individual capacity to share democratic responsibility. Changes in the character of adult education offerings, accompanied as they have been by radical changes in the manner of their presentation, demonstrate that the field is dynamic, not static.

Particularly in the last two decades, a variety of factors and phenomena have sharply changed the fabric of the whole of education in all parts of the world. In consequence, greater responsibility has been shifted onto the field of adult education.

Indeed, adult education has become a very large and significant element of the educational framework in terms of the number of citizens served, in terms of the number and variety of organizations involved in its provision, in terms of the numbers of workers at all levels employed in it, and in terms of aggregate public expenditure on it. Yet in much of Canada, scarcely any formal training in adult education is generally available to its practitioners much less accessible to those in the more remote parts of the country. Quite obviously, this circumstance is incompatible with the clearly evident importance of the field.

The role of the teacher or leader of adults has shifted from that of mere purveyor of facts to that of facilitator, of resource person in the process of self-directed inquiry, of *animateur*, each of these requiring skills new to many which training can develop.

As a field, adult education has inherent problems. The fragmentation which characterizes it is at once its greatest strength and greatest weakness. Certain negative consequences flow out of this dispersion which invite, indeed demand, resolution: the duplication of activities by competing agencies, a general lack of coordination among them and, most serious, *the omission of significant learning opportunities from its program.* The avenue of solution of these problems lies in the creation among educators of adults of a commonly held philosophy of adult education, an understanding of the principles on which it rests, an expertise in its execution—all the product of training. Such a development of a common language in the field, understood by its diverse practitioners, coincidentally provides a vital stimulus to the strengthening of the regional structure of adult education. Two specific advantages will unquestionably flow out of a more carefully constructed network of adult education agencies: improved service to the client through enhanced interagency cooperation; and a heightened interest in the field and its problems by researchers.

**Restated, the status of adult education as a field—and therefore its future—will depend in large part on the quality and effectiveness of its program provision which, in turn, will be determined by the competence of those responsible for it, which is in part a function of training and research.**

### The Adult Educator

An examination of the personnel structure of adult education reveals two characteristics of obvious importance. The first is the variety within it of levels of leadership all linked by common interests and attributes, chief among them the satisfaction taken in public service. Four such levels can be distinguished, each of which would be rendered more expert by access to training. Thus any regional training scheme should envision the entire range of needs and ensure an appropriate provision to each. A second characteristic is that those engaged in providing education and training to adults function in an extraordinarily wide range of organizations (the prime purpose of many of which is remote from education) and are often unknown one to another. Curiously, many do not perceive themselves as adult educators. But whatever their self-image, they are dealing in education and they are working with adults. Indisputably, they are adult educators and potential clients for training.

A host of volunteer and part-time workers is the backbone of adult education. Only an insignificant fraction of these have had training in leading or teaching adults; yet they can scarcely be expected to reach their maximum effectiveness without guidance. To effect an even modest improvement in their collective competence would have the immediate consequence of sharply advancing the general quality of the adult education program. Necessarily then, a considerable proportion of the energy of well-prepared, full-time staff ought to be applied to making the contribution of the part-time workers as effective as possible. **Capability in the application of adult education methodology is no less important to the adult education teacher than is his expertise in his subject field.**

But at issue is not training alone: what invites prime attention as a necessarily long-term strategy in leadership development is the devising of a career structure to embrace the related elements of training, recruitment, remuneration and status. In this connection, the historical development of a contiguous field, social work, merits study and comparison.

Both the research reported in the literature and that undertaken in the course of this study tend to confirm the readiness of adult educators to accept and, indeed, to welcome training. That there is a substantial demand for training is expressed in terms of the willingness of the top echelons of institutional leadership to release adult educators for training and the willingness of adult educators, for their part, to invest time in training.

To reiterate, a fundamental element of strategy in leadership development in adult education is the pressing need to create a sense of common identity among adult educators at all levels in whatever organization they may function and in whatever geographical setting they may practice. Particularly is this necessary among the ranks of senior leaders, those who have the potential to influence those working at other levels in the field. Yet it is disconcerting to note within senior leadership ranks in adult education some evidence of hesitation in recognizing training as essential to those performing field tasks and reluctance to join with others in its provision.

Currently, the staffing of adult education is largely random and haphazard. The recruitment of men and women to adult education both on a part-time and on a full-time basis would be eased considerably were provision to be made for the distribution of appropriate career information which incorporated provision for training.

## Content of Training in Adult Education

There is considerable unanimity among adult educators though they may represent a diverse range of organizations as to preferred content in training for adult education.

The content of adult education as a field of study can adequately be framed in a model comprising these six elements. Together, they have an internal logic and coherence:

The adult learner: the psychological context.

The adult learner: the sociological context.

Adult education: the philosophical-historical context.

Adult education: methods and resources.

Adult education systems: organization and administration.

Adult education: provision to a particular clientele/environment.

Obviously, such courses of study as may be required by groups of trainees at whatever the level may readily be fashioned from one or several of these elements. However the syllabus may be constructed, it ought properly to embrace three kinds of learning experiences:

Insights flowing out of the social science disciplines of psychology, sociology and organization theory and understandings emanating from philosophy and history as they relate to adult education.

Examination of methodologies in adult education, drawn from field experience and supported by research.

The application of these in rigorously supervised field experience in such a way that theory is illumined by practice.

The content of training in adult education ought to reflect the expressed preferences of those presenting themselves for training, shaped and guided by the professional judgement of the trainer. Further, and given the breadth of the field, it is obvious that a training division within an institution ought not to isolate itself from the many departments which have appropriate learning experiences to offer.

**But the essential point is this: training is not simply the acquisition of a bag of tricks nor a composite of myths or practical know-how or tabus. It is the process of deepening knowledge, grounded on theory, connected to and illumined by experience.**

## Method in Training in Adult Education

The clear articulation of purposes in the training project is essential to its success. These may be one or some combination of these three or others: to gain an understanding of the social science bases of the field; to develop a personally significant philosophy of adult education; to gain skill in the application of acquired insights to the processes of adult education and to its management.

While obvious enough, it is worth repeating that the adult educator as a student will expect as a matter of course that he will himself be a participant in the framing of his learning goals. Indeed, the precise determination of these personal goals in learning is the point of departure for several successful university-based programs of training for adult education.

Given the geography of a region and the sheer size of the task, it may well not be feasible that all training for adult education at all levels be conducted from one or even several centres. Nor indeed ought it to be. Much of informal training of part-time adult educators will necessarily be conducted within the organization which employs them. Alternatively, other informal training could well be conducted under the auspices of local adult education councils in short programs specifically designed to meet pressing local needs.

The fact is, however, that within adult education agencies the number of those who have qualifications appropriate to the training task is few. It is for this reason that the principal initial thrust of training for adult education in Canada, as elsewhere, ought to be the development of a core of trained personnel within the ranks of full-time leadership.*

Within the university institution, training for adult education ought to be situated at that point at which it will best serve the

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*In Alberta, initially, the University of Alberta and the University of Calgary might be invited to accept responsibility for the provision of senior basic training in adult education. It ought to be anticipated, however, that the community colleges in the province and its technical institutes will eventually function in this field as well. The responsibility of the universities, as the senior higher education institutions, ought to go beyond the provision of training to a select group of adult educators drawn from its senior ranks to the exercise of leadership in shaping a *comprehensive* training plan which will serve the province as a whole at all levels.

student and his special concerns. Necessarily, the training unit must function in close relationship to the social science departments, on whose resources much of adult education is based. It ought to be in close contact with particular schools and faculties such as agriculture, education, library science, nursing, household science, community development, in which fields some trainees will subsequently be employed. It is further desirable that it be in a close working relationship with those elements of the institution *providing* adult education and particularly its extension division.*

A caveat is warranted here. Wherever in the institution the responsibility is placed for the provision of adult education, for research into its multiple facets or for the preparation of practitioners, capable, vital leadership is a *sine qua non.* **What is flatly indispensable to success is leadership which, working within the institution is coincidentally a familiar force in the field, which keeps abreast of the present in anticipation of the future, and which works to build a profession of adult education marked by competence.** Training within the institution should be directed by a small, coherent group of experienced adult educators, themselves trained in the field, at least two in number and preferably three who in consultation with interested others would shape—and periodically evaluate—the curriculum. Part-time faculty may be required to supervise student field assignments and research projects. These may be seconded from university departments or recruited from among trained, experienced practitioners in the field.

The initial, basic unit of training to be offered ought to be the equivalent of an academic year of study (though not necessarily requiring full-time attendance on a campus), its content drawn from the six elements characterized in chapter 3, with reference to the expressed needs of trainees recorded in chapter 5. The basic unit of training should be planned so that, accompanied by a thesis, it might meet university requirements for a Master's level degree; or, that without the thesis, it might meet university requirements for a diploma (this credential conceived as complementary to a degree in another field held by the candidate); or, that for those unable to meet university admission requirements, it might fulfill the requisites of a university certificate. The aim of this integration of levels of training is to provide the maximum encouragement to the student, whatever his previous training, to achieve the highest level of proficiency of which he is capable.

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*At the University of Alberta, a training unit would most appropriately be sited in the Faculty of Interdisciplinary Studies which was especially created to provide an academic home for studies—such as adult education—which have a clear, interdisciplinary thrust. The inclusion of the University's division of Community Development in that Faculty affords a useful precedent.

There is a strong case to be made for a critical review of the conventional requirements for admission to university level programs. Ample evidence exists to support a fresh-minded examination of criteria for admission attentive to other than the customary accomplishments of the intending student. It is, after all, what the student is now that counts.

It is by no means inappropriate to repeat that **training for adult education must itself be consistent with adult education principles. Indeed, it ought to epitomize adult education at its best.** As Dean Inge remarked, trying to educate people merely by talking to them is like trying to fill empty bottles by throwing water over them.

A vital ingredient in effective training is the integration of classroom-presented theory with field practice under intensive supervision. This requirement is not met by the practice of assigning students to loosely supervised and even inconsequential work in adult education agencies which all too often characterizes the internship. If the major element of the task is to be accomplished, training cannot be confined to the university campus. A variety of alternatives to campus-based courses ought to be explored. To effect maximum, mutual support, the principal functions of the provision of adult education–training for adult education and research in adult education–ought to be merged, or at a minimum organizationally linked in a productive fashion.

The stock of materials and books required to support training in adult education must be adequate and current. It is noted that much of the important literature in the field is in fugitive form, the acquisition of which requires special effort on a continuing basis.*

Particularly with respect to advanced study in adult education, the admission of students should be restricted to those who have significant field experience.

Currently, the demand for professionally trained adult educators exceeds the supply, a condition which may obtain for some years. In this circumstance, by way of overcoming an initial inertia, it may be advantageous to select and induce a number of adult educators to undertake professional training in adult education immediately in order to create a solid core of trained persons as soon as possible.

It would be of significant service to adult educators if there were to be integrated within the senior training units established initially an "Adult Education Resource Centre". This would enable adult educators in the region to get help in the solution of problems and assistance in the preparation of materials.

Finally, potential candidates for training for adult education have sharply-held views as to how it should be organized. Specifically, their strongly-expressed view is that training should be accessible to those outside of the major urban centres; it should be scheduled conveniently; it should be relevant to needs; it should integrate theory and practice; it requires well-prepared trainers; it requires consultation with trainees on the proposed syllabus. Exploration of the establishment of a training program ought not to proceed until prefaced by direct consultation *with those in the field to be served*, perhaps through the medium of regional conferences.

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*The stock of books and materials in the university libraries in Alberta is adequate to *initiate* a program of training but ought rapidly to be expanded.

## Research in Adult Education

There is abundant evidence that the provision of adult education, its development as a field, and training for it is impeded by quite inadequate research support. Quite obviously, it would be short-sighted to make plans for training for adult education without coincidentally preparing to mount and sustain an ongoing program of research.

The available volume of statistical data, descriptive and analytical of the field on which research is based, its fragmented character and the state of present data-gathering processes are totally inadequate and impede adult education development. Negotiations with the senior governments ought to be initiated to remedy this lack as quickly as possible.

## The Net[illegible]k of Adult Education Organization

The net impression of the field of adult education in Canada is that of rapid growth and solid achievement reflecting considerable ingenuity.

Yet, typically, the field suffers from serious disabilities. The financial support afforded it is incompatible with its importance and does not adequately reflect its growth. The public is aware of a lack of clarity and coherence in the goals of the field. There is evidence of competition among agencies in program. More important, there are serious and unfortunate gaps in regional programming. The concerted force that marks the influence of secondary education and post-secondary education on the community is rarely observed in adult education.

Adult education will achieve the visibility, stature and influence which will permit it more adequately to shape its future only when the extraordinarily wide range of agencies involved in its provision link themselves in effective organization. It is worth repeating that its current lack of influence as a field is a circumstance which has its roots in the absence of a commonly held philosophy of adult education among its practitioners, of want of agreement as to the goals and priorities of the field and the lack of a substantial cadre of well-trained practitioners.

The ability of the field to order its goals and to achieve its ends is clearly dependent on the establishment of common understandings fostered by training. The task of assembling an effective regional structure is not easy, as the literature amply demonstrates. Quite obviously, the approach to it will vary with regional circumstances. In some constituencies, Alberta among them, government could well perform a useful leadership role in the formation of a strong regional organization.*

## The Financing of Leadership Development in Adult Education

Historically, adult education has been financed on a "nickels and dimes" basis, subsisting at the financial periphery and inordinately affected by the "enrolment economy" typical of the field. In some degree, acceptance of this long-established pattern of grudging financial support has become ingrown among adult education leaders. But the present level of financing is demonstrably inadequate for today's circumstances; the vision of those who lead it as to what constitutes adequate financial support needs categorically to be revised. Only through the concerted actions of its agencies in effective regional organization can adult education make and defend its case for expanded financial provision. This flat assertion is made: that adult education should be no less well provided for in its necessities than other branches of education.

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*In Alberta, a system of seventy-eight Further Education Councils is a valuable structural feature unique in Canada. Their potential, linked as they are to the Alberta Association for Continuing Education and the Office of Further Education Services of the Government of the Province, for integrating the field is substantial. Both Councils and Association, however, are hindered by obvious gaps in their membership: these include major providers of adult education in business and industry, government and institutions and organizations. Each of these three elements–the Further Education Councils, the Office of Further Education Services and the Alberta Association for Continuing Education–ought to be aided to develop the staff and resources necessary to reinforce and expand their work in their respective constituencies.

## A Recommendation

There would appear to be two basic approaches to implementing the three basic strategies for adult education development in Alberta: the provision of access to training; encouragement of research; and rationalization of regional adult education organization. The first is a *laissez faire* style in which, simply, the fragmented individual elements of adult education organization might be encouraged to take such limited action in implementing them as they are able. The second approach is to bring together representatives of the central elements of adult education in the province, government included, jointly to plan and advise on a systematic, coordinated approach to the tasks—while avoiding the twin dangers of centralization and external control. This tactic offers some assurance that training requirements of adult educators at *all* levels in *all* parts of the province will be met, that suitable relationships will exist among the various levels of training, that a sense of career in adult education will be engendered, that a research program established will be balanced, and that in general, the heterogeneous mixture of adult educational organizations in Alberta will be knit together. The principal end to be achieved—an intermediate term objective—is improved adult education service to the citizens.

Specifically, the outcome of effective implementation of these strategies for leadership development in adult education are these: an improvement in the quality of adult education program, accomplished by infusing practice with relevant theory; the creation of awareness within the public mind of adult education as a powerful instrument of social change; the creation of new aids and resources useful to field practitioners; the encouragement of study developmental of adult education; the improvement in coordination and rationalization of adult education in Alberta through the building of collegial relationships among its personnel.

The purpose of this study has been to provide a point of departure for discussion by those concerned of strategies for the development of leadership in adult education and for their subsequent implementation. Three such strategies have been identified: the provision of training for adult education; the stimulation of research; and the strengthening of the structure of the adult education network in the province.

Clearly, however, if the various initiatives discussed and proposed in this study (and such others as are appropriate) are to be implemented, the understanding, involvement, support and cooperation of all of those concerned is a *sine qua non*. Among them are representatives of government, adult educators in the field, the Alberta Association for Continuing Education, the major providers of adult education (including those currently outside adult education's provincial organizational framework) and representatives of other elements of Alberta's educational system.

A ranking student of post-secondary education, Burn (1972) makes this point: "Piecemeal attention to the parts of an educational system does not work; the parts are interrelated. . . . Consequently, measures designed to affect one part of a system must take into account their potential impact on the whole." In Alberta, such a group of interested parties which might effect change in adult education does not now exist. Yet it is very much apparent that the strengthening and development of adult education is best tackled on the basis of a concerted, "system" approach to problems rather than on the basis of scattered, indeterminate action. Moreover—and this is a practical element of fundamental importance: *a concerted approach to the task is much more likely to command the financial support which will be required first to initiate change and then to sustain it.* It need hardly be said that concerted action in no way implies either centralization or control; on the contrary, it offers a democratic, rational approach to the solution of problems which no single agency can solve alone.

To reiterate, those whose opinions were canvassed in the course of this study implied or alluded directly to a "vacuum of leadership" in adult education in Alberta. In the sense that there exists faulty judgement or lack of vigour or incapability within the Further Education Councils or the Alberta Association for Continuing Education or the office of Further Education Services, this is manifestly not so. Nonetheless, there has not developed that coalescence of adult education agencies, government and the other major elements of the province's education system without whose consensus progress in adult education to a new level is unlikely to be made. In that sense, there *is* a leadership vacuum which a body such as the Standing Committee proposed below may fill. The end to be achieved by the field of adult education is partnership in a system of education in which each of the parts feeds and supports the others. These conclusions provide the rationale for the principal recommendation of this study: that there be inaugurated a Provincial Standing Committee on Adult Education Development.

> It is proposed that this Committee be created by the Department of Advanced Education and Manpower, to be representative of the government of the province, adult educators themselves, the Alberta Association for Continuing Education and major providers of adult education (including those currently outside the provincial organizational framework of adult education) and representatives of other elements of Alberta's education system.
>
> *In general terms*, it will be the purpose of the Committee to consider plans and policies for the improvement in the provision of adult education in Alberta and strategies in the development of leadership in the field. The Committee will make such recommendations as are appropriate to the Department of Advanced Education, to the Alberta Association for Continuing Education, to the public education institutions in the province and to such other organizations as are appropriate.

There are obvious steps in the process of translating idea to action: securing the understanding and support in principle of the many concerned in or affected by a proposal; detailing the specifications of the proposal; executing it. The Committee would be well served if it were to include an Executive Body which would refine and document specific proposals for the consideration of the Standing Committee and an officer whose responsibility it was to implement them.

*In particular*, the Committee will

> invite, consider and make observations on proposals received from universities and colleges for the development of training for adult education at the degree, diploma or certificate level. (It will be noted that these institutions are autonomous and that submissions will be made at their discretion.)
>
> In consultation with interested public education institutions, educational organizations, and organizational providers of adult education, the Committee will devise a mechanism for the stimulation of research in adult education as a field of study and its dissemination.
>
> With the end in view of consolidating the field of adult education and encouraging cooperation and coordination within it, jointly with the office of Further Education Services and the Alberta Association for Continuing Education and the Further Education Councils, the Committee will consider in what ways the Provincial structure of adult education organization might be strengthened and rendered more inclusive.

Principal among the *specific* matters to which the Committee will give its attention are these:

> In much greater detail than is presently available, and jointly with the Alberta Association for Continuing Education, the identification of organizations in Alberta with an adult education thrust, and their personnel.
>
> In the interests of more effective recruitment to adult education, the consideration of what steps might be taken to develop within the field of adult education a sense of career and to publicize career prospects in adult education.
>
> Consideration of the ways by which there might be generated a broader public understanding of adult education in Alberta, the extent and availability of facilities for it and its practical significance in a rapidly changing society.

Assistance and encouragement to organizational providers of adult education in Alberta to develop policies supportive of the willingness of their employees to undertake training.

An invitation to Alberta universities to consider what ought to comprise Doctoral level studies in adult education.

Determination of the long-term adequacy of library holdings in adult education, exploration of the means by which they might be augmented and mechanisms for sharing these with adult educators in the province in all of its regions.

An invitation to Athabasca University as an outreach institution to examine the merit and feasibility of developing a directed reading program in adult education as a field of study.

Consideration of what steps might be taken to improve the present extent and quality of the statistical reporting of adult education.

Identification in some order of priority of the knowledge gaps existing in adult education as a field of study with special reference to Alberta.

Identification, cataloguing and dissemination of program, training and research resources available.

No such body as that here proposed currently exists. The present Minister's Advisory Committee on Further Education, which its observers candidly agree to be largely without focus or impact, would be superseded by the proposed Standing Committee. The intent of this body is to lead the advance of adult education to a level of functioning consistent with that field's demonstrated importance. It is conceived as an instrument to frame public policy in adult education at the nexus of interested provincial groups. Beyond that, it is intended to be the focus of active executive leadership, taken in conjunction with those concerned, in adult education development. Certainly it is required to be more than a mere forum for that stultifying, discursive, *pro forma* discussion which too often characterizes efforts to shape the field elsewhere.

It ought not, clearly, to usurp responsibility now exercised by the Program Services Division of the Department of Advanced Education and Manpower but, rather, to act in conjunction with it in thoughtful and responsible fashion. Indeed, given the extraordinary rate of growth of adult education in a variety of institutional settings and its significant place in the educational framework, the proposed Provincial Standing Committee on Adult Education Development ought properly to be regarded as a "temporary system" subject to renewal and amendment. But it would be naive to think that progress can be made without the financial support of the government of the province. It seems not unreasonable that the allocation of as little as one-half of one percent of expenditure on adult education in Alberta ought to be made in the development of training, the stimulation of research, and the support of professional adult education organizations.

Among the specific items to be considered in determining the extent of that investment are these:

> Provision to two university institutions, initially, to enable the establishment of adult education training units.
>
> Financial inducement, in the immediate short-term future, to selected Alberta adult educators to undertake professional training out of the province in order to build a core of trained personnel in Alberta.
>
> Provision of funds adequate to build up existing stocks of library resources in the field of adult education.
>
> Financial support to the Alberta Association for Continuing Education in its function of integrating adult education in the province, sufficient initially to provide at least one full-time staff member.
>
> Establishment of a fund (or provision in some other fashion) to stimulate the development of a program of research in adult education, developmental of the field itself and supportive of its practitioners.

An improvement in the extent, variety, quality and access to adult education is demonstrably a goal which the public wishes to achieve. But it will not be realized merely by a continuation of that innovative programming and entrepreneurial approach to funding of program which, however creditable, has characterized the work of adult education agencies in the past. Improvement can only be achieved on a large scale by legislative action, the culminating product of the community of educators working together with others in concerted effort to achieve the objectives set out in these pages. Nor are the specific thrusts in the direction of research, training and the strengthening of the structure of adult education in the province radically new proposals. Indeed, the first two have already been enunciated in the 1975 statement on further education policy, guidelines and procedure of the Department of Advanced Education and Manpower, while the third, though not expressly stated, is implicit in the whole of that document. In short, the future of adult education will be determined not by wistful declarations of public need but by the translation of public need into public policy as a consequence of leadership from the field.

*What is abundantly clear from the evidence at every hand is that the current and future significance of adult education warrants critical, perceptive and immediate attention to strategies for its development and organizational reinforcement. The central strategies, as this study documents, are three. They comprise the establishment of training opportunities in the field appropriate in terms of content, presentation and accessibility; the stimulus to a continuing program of research, adequately disseminated, both to undergird that training and tie it to operating realities; and the provision of fresh support to the strengthening of the interorganizational structure of adult education in the province.*

*The task of implementing that strategy is not without its difficulties. But, as is evident, the solutions are amply advised by the experience of others elsewhere and will yield to determined leadership, undertaken in frank consultation with those concerned, given even relatively modest support in resources. Finally, it can be reasonably concluded that such support can* *be offered with a confident expectation of substantial return: the vitalization of that important tool of self-development—adult education—in which every citizen has a personal stake.*

*It is to that end and to those adult educators who are bound up in it that this study is dedicated.*

## APPENDIX 1

## Selected Statutes, Alberta and Canada, which Directly or Implicitly affect Adult Education in Alberta

British North America Act

Federal

- The Adult Occupational Training Act, RSC, 1970, c. A-2
- The Federal-Provincial Fiscal Arrangements Act, RSC, 1970, c. F-6

Provincial

- The Colleges Act, c. 56, RSA 1970 and amendments thereto
- The Cultural Development Act, c. 82, RSA 1970 and amendments thereto
- The Department of Recreation, Parks and Wildlife Act, c. 15, SA 1975
- The Department of Advanced Education and Manpower Act, c. 7, SA 1975 and the regulations thereunder A.R. 196/75, A.R. 393/72, A.R. 36/71, A.R. 269/70, Ministerial Orders on Further Education and Vocational Training
- The School Act, c. 329, RSA 1970 and amendments and regulations thereto
- The School Buildings Act, c. 330, RSA 1970
- The Students Finance Act, c. 353, RSA 1970 and amendments thereto and the regulations thereunder, A.R. 230/75
- The Students Loan Guarantee Act, c. 354, RSA 1970 and amendments thereto and the regulations thereunder A.R. 213/70

The Trade Schools Regulations Act, c. 366, RSA 1970 and the regulations thereunder, A.R. 144/57

The Universities Act, c. 378, RSA 1970 and amendments thereto

The Agrologists Act, c. 10, RSA 1970 and amendments thereto

The Architects Act, c. 22, RSA 1970 and amendments thereto

The Chartered Accountants Act, c. 42, RSA 1970 and amendments thereto

The Chartered Physiotherapists Act, c. 43, RSA 1970

The Dental Association Act, c. 90, RSA 1970 and amendments thereto

The Dental Auxiliaries Act, c. 91, RSA 1970 and amendments thereto

The Engineering and Related Professions Act, c. 124, RSA 1970

The Land Surveyors Act, c. 197, RSA 1970 and amendments thereto

The Legal Profession Act, c. 203, RSA 1970 and amendments thereto

The Medical Profession Act, c. 26, SA 1975

The Pharmaceutical Association Act, c. 274, RSA 1970 and amendments thereto

The Psychologists Act, c. 291, RSA 1970 and amendments thereto

The Registered Dieticians Association Act, c. 315, RSA 1970

The Registered Nurses Act, c. 317, RSA 1970 and amendments thereto

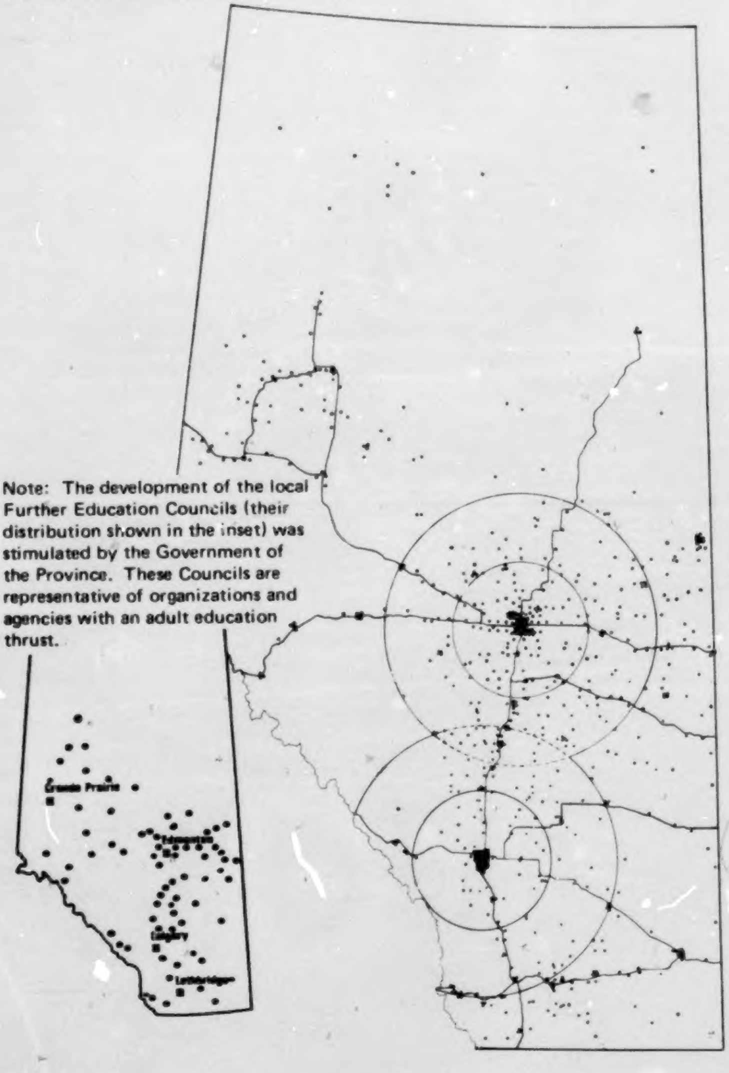
The Social Workers Act, c. 346, RSA 1970 and amendments thereto

The Veterinary Surgeons Act, c. 383, RSA 1970 and amendments thereto

Source: Alberta. Government. Department of Advanced Education and Manpower. R. D. Karoles, Director of Legislative Services, letter of February 2, 1976 to the author.

## APPENDIX 2

### Distribution of Further Education Councils in Alberta Relative to Distribution of Population



Note: The development of the local Further Education Councils (their distribution shown in the inset) was stimulated by the Government of the Province. These Councils are representative of organizations and agencies with an adult education thrust.

Source: Alberta. Government. Bureau of Statistics, 1966.
Population data compiled from 1966 Census of Canada.
(Each dot indicates 1000 of population.)

# APPENDIX 3

## Barriers to Expanded Learning Opportunities

| | In students | In educational institutions | In state government | In other agencies |
|---|---|---|---|---|
| Dispositional (e.g. attitudes, beliefs, interests, etc.) | Lack of confidence.<br>Inhibitions about school or college.<br>Fear of competition.<br>Lack of time.<br>Feeling of being too old.<br>Lack of energy.<br>Dislike of bureaucratic procedures.<br>Discomfort as a student.<br>Ethnic, cultural, or class feelings of being 'out of place'.<br>Belief that non-traditional study is 'second rate'. | Faculty and administrator concerns about:<br>Quality of non-traditional programs.<br>Standards of off-campus and non-residential programs.<br>Efficacy of new media.<br>Student-guided learning.<br>Rewards for participating in external teaching.<br>Sustained legislative commitment to adult learning and programs.<br>Credit by examination.<br>Draining students away from campus and from traditional programs.<br>Teaching adult students. | Negative attitudes about:<br>State support for older students.<br>State support for part-time students.<br>State support for non-vocational learning.<br>Suspicion about enrolment projections from separate segments.<br>View that declining enrolments offer a chance to reduce funding.<br>Lack of evidence of need for adult learning opportunities. | Employer doubts about the quality of non-traditional programs and institutions.<br>Difficulties of non-traditional institutions gaining accreditation and state approval. |
| Situational (e.g. costs, resources) | Lack of information about opportunities.<br>Misinformation about opportunities. | Lack of information about adult interests or needs.<br>Self-support policy restricts novel or risky programs. | Lack of information about adult interests or needs.<br>No continuing mechanism for assessing interests or needs. | Lack of resources for developing methods for assessing non-traditional institutions. |

| | In students | In educational institutions | In state government | In other agencies |
|---|---|---|---|---|
| | Higher fees or tuition.<br>Lack of funds for educational expenses, child care, etc.<br>Inability to forego earnings.<br>Distance from educational resources.<br>Transportation problems.<br>Family responsibilities.<br>Course scheduling problems.<br>Lack of adequate preparation. | Absence of support services (counselling, library, laboratory, etc.). in off-campus locations.<br>Faculty untrained to work with adults.<br>Faculty not available in high-demand fields. | Strong competition for limited public revenues. | Effort involved in assessing competencies of graduates of new programs.<br>Restrictions on employers offering training to non-employees (NLRB nonsolicitation policy, liability problems, etc.). |
| Organizational (e.g. structural, legal) | Part-time fees proportionally higher than full-time fees.<br>Students carrying less than six units ineligible for financial aid.<br>Veterans eligible for only one-half federal support for correspondence study.<br>IRS educational deduction limited to job-related study.<br>Transfer/articulation problems.<br>Registration difficulties. | ADA and FTE funding formulae tied to full-time on-campus instruction.<br>Transferability and other articulation problems.<br>Part-time students must be fully matriculated.<br>Limits on amount of degree credit from examinations, extension, etc.<br>Fee structure for part-time students.<br>Tradition of fixed schedules, Carnegie units, inflexible calendars. | Numerous laws and Education Code provisions affecting adult schools, community colleges, and the State University and Colleges.<br>Off-campus sites must meet Field Act requirements for earth-quake safety.<br>Lack of interagency and intersegment coordination. | Inflexible work schedules of some employers.<br>Reluctance to help fund employee participation in non-traditional program.<br>Accrediting standards designed for traditional institutions. |

| In students | In educational institutions | In state government | In other agencies |
|---|---|---|---|
|  | Rigid pace of work |  |  |
|  | State reporting systems inhibit flexibility. |  |  |
|  | State licensure requirements. |  |  |
|  | Lack of state policy explicitly supporting external programs. |  |  |
|  | Traditional personnel policies. |  |  |

Source: Richard E. Peterson and J. B. Lon Hefferlin, *et al. Postsecondary Alternatives to Meet the Educational Needs of California's Adults.* Final Report of a Feasibility Study Prepared for the California Legislature. Sacramento: Assembly Publications Office, 1975.

## APPENDIX 4

### Selected Instructional Materials Related to In-Service Personnel Development in Adult Education

**Handbook for Teachers of Adults.** Koehler, Lawrence E. California State Department of Education, Sacramento. Bureau of Adult Education. Revised Edition. 88p. 1968.

**A Guide to Effective Training for Instructors.** International Correspondence Schools, Scranton, Pa. Available from International Correspondence Schools, Scranton, Pa. 18515 ($2.95). 71 p. May 1968.

**Report on Validation of Programed Instruction Series: "Instructional Methods and Techniques."** Social Security Administration, Washington, D. C. Office of Administration. Availabie from Office of Administration, Social Security Administration, Washington, D. C. 193 p. October 1966.

**USAF Instructors Journal.** DCS/Technical Training, Hq. ATC, Randolph AFB, Texas. Quarterly. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20401

**Training and Development Journal.** American Society for Training and Development, Madison, Wisconsin. Monthly.

**Industrial Training for Manual Operations.** Seymour, W. Douglas. Available from Sir Isaac Pitman and Sons, Ltd., 39 Parker Street, London W. C. 2, England. 212 p. 1966.

**The Supervisor and On-The-Job Training.** Broadwell, Martin M. Available from Addison-Wesley Publishing Company, Reading, Mass. 01867. 141 p. 1969.

**Increasing Knowledge in Social Science Among Agricultural Educators. Final Report.** Jones, Joseph H. Jr. *et. al.* Louisiana State University, Baton Rouge, La. Department of Vocational Agricultural Education.

**Introducing Social Change, A Manual for Americans Overseas.** Arensberg, Conrad M. and Niehoff, Arthur H. Available from the Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606. 235 p. 1966.

**Community Development Manual. Volume 1. Attitudinal Community Development. Volume 2. Block Profiles. Volume 3. Community Development Training. Final Report.** Evans, Dan, Comp. Block Communities, Inc. New York, N.Y. Clearinghouse for Federal Scientific and Technical Information (PB-183-606, MF, $0.65, HC $3.00). 348 p. 1966.

**Team Leader: Refugee Welfare Field Manual.** Neal, Thomas. Community Development Foundation, Norwalk, Conn. Available from Community Development Foundation, 40 Boston Post Road, Norwalk, Conn., 06852. 65 p. June 1968.

**Extension in Rural Communities, A Manual for Agriculture and Home Extension Workers.** Savile, A. H. Available from Oxford University Press, New York, N.Y. 160 p. 1965.

**Development of a Film on Homemaker Services for Interpretation to the Public and Training Professional and Nonprofessional Personnel. Final Report.** Jacoby, Alberta. Mental Health Film Board, Inc., New York, N. Y. 8 p. March 1967.

**The Insurance Instructor.** Jelfs, Eric. Available from the Chartered Insurance Institute, 20 Aldermanbury, London EC2, England (15s). Occasional paper 3 of The Chartered Insurance Institute. 74 p. 1969.

**Group Development, Principles and Techniques for Workers in Group Serving Organizations.** Dimock, Hedley G. Sir George Williams University, Montreal (Quebec), Canada. 273 p. 1966.

**Continuing Education Film Survey, A National Survey of 16MM Films Prepared for the 1968 Nyapsae Annual Conference.** Campbell, Boyd P. and Williams, Harold A. New York State University, Albany, N. Y. 23 p. 1968.

**Syllabus for Training The Police Trainer.** Wisconsin University, Madison, Wisc. University Extension. 41 p. January 1967.

**AIAOS Additions to Principles and Techniques of Instruction.** Air University, Maxwell AFB, Ala., Academic Instructor and Allied Officer School. 52 p. November 1967.

**Teaching Adults: A Handbook for Instructors.** Dickinson, Gary. Toronto: New Press, 1973. 108 p.

**In-Service Training: Philosophy, Processes and Operational Techniques.** Kozoll, Charles E. Adult Education Series, Dr. Curtis Ulmer, editor. Englewood Cliffs, N. J.: Prentice Hall, 1972. 48p.

## APPENDIX 5

### Illustrative Model of Training Scheme for Teachers in Non-Vocational Adult Education

*General Objectives*

To help the teacher

(a) to understand the purpose of Adult Education as it at present exists (this may include a knowledge of its history).

(b) to understand the organisation so that he may work better with people in the system, e.g. the Principal, the Caretaker.

(c) to teach the subject liberally.

(d) (the most important objective): to understand his students better; to be sensitive to them as individuals; to be responsive to the whole range of their needs; to be more aware of them as students with learning problems; and to be responsive to them as a group with all the possibilities that this offers for more exciting and stimulating situations in the classroom.

Characteristics of Trainee Teachers

It is assumed that the following behavioural characteristics of entrants would have been identified at selection:

(1) a craft competence.

(2) adequate motivation to teaching and enthusiasm for their teaching.

(3) a reasonable degree of articulation and audibility.

(4) a sense of order which might show itself in a logic of approach, i.e. they would have a reasonable capacity for an ordered approach to their teaching.

(5) a recognition of the need for training and a willingness to seek help.

The following were identified as the kind of weaknesses that untrained part-time teachers might exhibit:

(6) a tendency to look back on their most recent educational experience as a guide to their future activities in the teaching situation.

(7) a concentric attitude to the subject which they are teaching, i.e. an attitude which is inward looking and syllabus bound.

(8) a narrowness of methodological approach.

(9) an underestimation of motivation and aspiration of their students.

(10) an inability to relate adequately to students as people and to the life and work of the institution.

(11) a lack of personal confidence in their own ability as teachers.

(12) an ignorance of resources and materials available to them.

### *Course Objectives*

(1) To foster his enthusiasm for teaching and through it a deeper professional involvement.

(2) To stimulate his enthusiasm for his subject and a continuing interest in it and in the emergence of new ideas.

(3) To encourage him to analyse his own personal educational experience and what can be learnt from it in relation to the whole range of educational experience.

(4) To provide him with a capacity for organising his knowledge and selecting appropriate methodological techniques to produce effective learning situations.

(5) To enable him to recognise opportunities offered by his own subject not as an end in itself but (a) as part of a continuing educational process for both teacher and students, (b) as part of a continuum of knowledge that involves other subjects, and (c) for the student's overall personal development.

(6) To develop a sensitivity to the individual student and to the group in terms of background, motivations, expectations and goals leading to appropriate relationships and teaching methods.

(7) To help the teacher to identify the expectations and responsibilities of his role in the educational system with particular reference to the educational setting within which he will work.

(8) To offer opportunities for practice as a teacher with an assessment which will provide adequate assurance of progress and achievement.

(9) To help the teacher with self-presentation including the importance of dress, manner, voice and speech.

(10) To provide information on resources and materials available to him locally and nationally.

(11) To reinforce the desire for training and to establish within the teachers a critical attitude to their own teaching performance and an awareness of the importance of continued in-service training.

*Proposed Course Syllabus*

**Module A.** Induction (see objectives 3 and 11)

The Induction period should touch briefly on all elements of the course and should aim at establishing a common vocabulary. It should, therefore, include discussion and analysis of the personal educational experience of the group and particularly those which are relevant to adult education; it should enable intending teachers to consider by means of visits and discussion the place of adult education in contemporary society and the environment in which non-vocational adult education is operating;

it should establish the fundamental principle of adult education as a joint activity between teacher and taught and the importance of human relationships.

**Module B.** The Student (see objective 6)

The social and economic background of the individual students, their expectations, motivations, needs, interests and activities.

Individual and group behaviour; interpersonal relationships.

The class as a human group and relationships between students, class, centre and community.

Adult learning processes and unsupervised learning.

Assessment, evaluation and the place of tests, examinations and records.

**Module C.** The Teacher and the Teaching Method (see objectives 1, 2, 3, 4, 5, 9, 10, 11)

Motivations and expectations of the teacher.

The teacher's job, his role in the learning situation and the need for continuous self-assessment.

Teacher-Student relationships in the light of adult learning processes.

Good teaching: what are the criteria?

Observations of a variety of adult classes.

Discussion of common and individual observation, success and problems.

The organisation of syllabuses and schemes of work.

Lesson preparation, methods of presentation.

Preparation and use of teaching aids.

Preparation and participation in practical teaching exercises for analysis and discussion.

Self-presentation, including the importance of dress, manner, voice and speech.

Resources and materials available to the teacher.

Opportunities for further in-service training.

Arrangements should be made for teachers of specialist subjects to receive help and guidance in the application of general teaching principles to their particular subject.

**Module D**. The Organisation of Adult Education (see objectives 7, 10)

The tradition, aims and purpose of adult education and the educational and social aims of an Adult Centre.

The place of Adult Education in the general educational system.

A comparative study of the local organisation, including the range of facilities available, the roles of the personnel involved, the place of the part-time teacher in the structure and his professional position.

Adult education and society at home and abroad.

**Module E.** Probationary Teaching (see objective 8)

Under the guidance of an experienced tutor an intending teacher should undertake a period of successful teaching practice.

The specialist subject tutor should meet the student periodically to discuss the progress being made. A report could be made after eight class meetings and at the completion of the module. The meetings need not be consecutive, e.g. where a teacher has offered six-meeting courses, assessment would be made during the second course.

Source: Unidentified, mimeographed paper, U. K., 1969.

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